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ABSTRACT

The report summarizes undergraduate admissions policies, practices, and procedures at two- and four-year colleges and universities as of 1992. Information was drawn from a national survey, the third of a series conducted since 1979. A total of 2,024 institutions responded to the survey. An introductory chapter describes the surveys, their methodology, and some summary results. Subsequent chapters detail findings concerning: selectivity in admissions (general admissions practices, selectivity categories, overall acceptance rates, rates for different student subgroups, and acceptance in relationship application rates); general admission procedures for two- and four-year institutions (locus of responsibility, policies and requirements, two-year degree candidacy criteria, and new or alternative approaches to admissions); policies, practices, and procedures specific to four-year institutions (academic requirements and exceptions, admissions tests, importance of various factors in admissions decisions, role of personal qualities, trends in academic qualifications); first-time and other enrollment rates at different institution types; and recruitment, marketing, and financial aid (recruitment practices, two-year transfer policies and practices, market research, enrollment planning, relationship between financial aid and recruitment/admissions decisions, cost and college choice, no-need aid awards, acceptance and yield rates, freshman financial needs). Appended materials include the survey questionnaires for two- and four-year institutions, the cover letter, and notes on methodology. (Contains 40 references.) (MSE)

Challenges In College Admissions

A Report of a Survey of Undergraduate Admissions Policies, Practices, and Procedures

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Challenges in College Admissions

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**A Report of a Survey of
Undergraduate Admissions
Policies, Practices, and Procedures**

By
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Foreword

This report, based on the third of a series of nationwide surveys, summarizes undergraduate admissions policies, practices, and procedures at two- and four-year colleges and universities as of 1992. Conducted in 1992-93, this study serves as a milepost for the higher education community, documenting how effectively we are addressing some important issues: How we reach out to encourage more diverse groups to consider the possibilities and values of higher education, how we admit students once they apply, how we foster their successful transition to postsecondary education, how we offer financial support, how we nurture and prepare all students—traditional and nontraditional, and how we encourage them to become lifelong learners. Today's admissions processes are built on the creative, diligent efforts of all those who have had the vision to foresee and address the need for equity, excellence, diversity, and fairness in postsecondary education.

In 1979 there was great apprehension that an enrollment crisis loomed in higher education. Yet, for most institutions, it did not materialize. According to the U.S. Department of Education's *Condition of Education, 1993*, enrollment at all types of institutions, except private two-year colleges, rose each year between 1985 and 1991, despite a decline in the number of high school graduates. The distribution of total enrollment between private and public institutions has not changed much in the past two decades. Private institutions continue to enroll about 20 percent, and public institutions 80 percent, of all students. Since 1985, two-year public institutions have grown faster than four-year institutions; they now enroll nearly half (48 percent) of the total public sector enrollment. The report issued in 1985 suggested, and the current report overwhelmingly confirms, that institutions are taking increased steps to achieve racial and ethnic diversity, both in student bodies and among admissions staff.

Today, more students consider higher education a viable option. From the institutional point of view, the impending crisis in enrollment has come and gone, taking its toll on some, but leaving most institutions strengthened by their more sophisticated efforts to recruit and provide services to increasingly diverse student populations. From the perspective of the entire system of higher education—a perspective reflected in this report—we are assuming new levels of responsibility and enlarging our vision of the contribution we can make to efforts to solve the world's pressing problems. We are committed to being responsive to students who have special needs. We are applying new technologies and new approaches to make higher education a reality for a very diverse audience. Increasingly, we are recruiting students from around the world.

This report is the collaborative effort of five organizations, all committed to serving students and higher education institutions. We appreciate the efforts of Hunter Breland, Educational Testing Service, and James Maxey, American College Testing, who coordinated efforts to update the instruments used in the survey and who also directed the data analyses and writing of the report. Veronica Ganley, The College Board, handled all distribution of instruments to respondents, key entry, and editing of the data. Wayne Becraft, American Association of Collegiate Registrars and Admissions Officers, and Frank Burnnett, National Association of College Admission Counselors, were responsible for printing the surveys and for printing and distributing the report. This report could not have been completed without the cooperation of more than 2,000 admissions officers and their staffs who made it possible to assemble these data. We owe them our special thanks, for without their fine spirit of cooperation this report would not have been possible.

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Kevin Keeley, *Executive Director, National Association of College Admission Counselors*

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A survey of this magnitude required the help of a number of people, starting with those who were responsible for the two earlier surveys conducted in 1979 and 1985, which provided the foundation for this latest survey. Contributors from AACRAO included J. Douglas Conner, Bruce Shutt, and Jeffery Tanner. At ACT, assistance came from David Crockett, Sam Cargile, and James Maxey. The College Board staff involved in the earlier surveys were James E. Nelson, Stephen H. Ivens, William D. Van Dusen, Brooke Breslow, Fred Dietrich, and Robert Cameron. Irving L. Broudy of ETS served on the Steering Committee for the two most recent surveys. Other ETS contributing personnel included Hunter M. Breland, Gita Wilder, and Nancy J. Robertson. The following staff from NACAC were members of the Steering Committee for the 1985 survey: Pamela Fay-Williams, Charles Marshall, Helen Pape, and Betsy Porter.

Portions of the 1992 survey instruments were reviewed by the American Association of Community Colleges; Kurt Black, Salt Lake City Community College; members of The College Board's Council on Access Services; members of The College Board's Advisory Committee on Research and Development; and Dwight Horch, Jim Barber, and Joan Paszaman of ETS. Brian P. O'Reilly and Larry Matthews of The College Board reviewed early drafts of the survey report. College Board staff also provided data from the *Annual Survey of Colleges* to supplement data obtained in the current survey. AACRAO and NACAC members conducted numerous follow-ups to increase the survey response rate.

At ACT, Patricia Farrant, Assistant Vice President and Director, Publications, read and edited portions of the text; Julie Divoky assisted with the preparation of the report; and Renee Anderson and Danielle Sharp assisted with data analysis. Joan Stoeckel of ETS assisted with graphics and with those parts of the text prepared at ETS.

Many thanks to all who helped.

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Sponsoring Organizations



The American Association of Collegiate Registrars and Admissions Officers (AACRAO) is a nonprofit professional association of more than 2,300 institutions and 8,600 members. AACRAO focuses on admissions, registration, and institutional research. AACRAO's purpose is to promote the advancement of education, particularly higher education, and to encourage the professional work of its members. The organization offers a wide range of publications, conferences, and services to its members and participates in cooperative projects with other national associations and government agencies.



American College Testing (ACT) is a private nonprofit organization dedicated to measurement and research concerning education, training, and careers. Today, ACT's oldest program, the ACT Assessment, is administered to more than 1.5 million college-bound students each year. ACT test results are used by nearly 4,000 postsecondary institutions worldwide. Since its founding in 1959, ACT has expanded the scope of its activities to include a variety of programs and services focusing on career guidance and information, professional certification and licensure, financial aid, research, data management, and scholarship program support.



The College Board is a national nonprofit association that champions educational excellence for all students through the ongoing collaboration of more than 2,900 member schools, colleges, universities, education systems, and organizations. The Board promotes—by means of responsive forums, research, programs, and policy development—universal access to high standards of learning, equity of opportunity, and sufficient financial support so that every student is prepared for success in college and work.



Educational Testing Service (ETS) is the world's largest private education measurement organization and a leader in education research. It develops and administers achievement, occupational, and admissions tests such as the SAT for clients in education, government, and business. ETS has six regional offices and annually administers 9 million examinations in the United States and 180 other countries.



The National Association of College Admission Counselors (NACAC) is an education association that has assisted students in the transition from high school to postsecondary education for more than 50 years. NACAC membership includes about 5,700 institutions and individuals, representing public and private high schools, colleges, and universities in all 50 states and several foreign countries. The organization is concerned with establishing and maintaining high professional standards in college admissions, developing college guidance programs and materials, and expanding the relationships between colleges and secondary schools.

Highlights

Enrollment

- Between 1979 and 1992, the number of 18-year-olds in the United States decreased by one million, and the number of 18-year-old high school graduates decreased by over half a million. Yet total and undergraduate enrollment in higher education increased substantially.
- Between 1985 and 1992, there were some declines in first-time enrollment, but these declines were not consistent across institutional sectors. First-time enrollment at two-year public institutions actually increased, while first-time enrollment at two-year private and four-year public and private institutions experienced small decreases.
- Between 1985 and 1992, the average number of applications to four-year institutions increased substantially, the average number of applications per enrolled freshmen increased dramatically, and yield rates—the proportion of accepted applicants who enroll at any given institution—decreased dramatically.

Enrollment Planning

- Two-thirds of four-year public institutions and more than half of four-year private institutions planned to achieve greater racial/ethnic diversity in the fall of 1992 than in the previous year. This was a substantial increase over the proportion of institutions reporting this objective in 1985.
- Compared to 1985, in 1992 a greater proportion of four-year institutions planned larger class sizes than in the preceding year.

Recruitment

- Recruiting budgets did not increase as much in the five years preceding 1992 as they had in the five years preceding 1985. In 1985 four out of five institutions reported increases in their recruiting budgets; in 1992 fewer than three out of five reported such increases. The average recruiting budget increase over the preceding five-year period was only 29 percent in 1992, compared to 64 percent in 1985.
- The most popular recruitment techniques continued to be campus visits by prospective students and their families, high school visits by college relations and admissions staff, and direct mailings to prospective students.
- Over one-half of the responding institutions directed their recruiting activities toward racial/ethnic minorities, academically talented students, athletes, adults, and students with special talents.
- The greatest increases in recruiting activity in recent years have focused on racial/ethnic minorities, academically talented students, international students, and adults.
- During the five-year period preceding 1992, geographic recruiting ranges broadened for more than 50 percent of responding four-year institutions.

Financial Aid

- As in 1985, most institutions in 1992 indicated that financial aid had no influence on admissions decisions. Even so, more than half of four-year private institutions reported the type of financial aid offered was related to the academic ability of the student.
- The percentage of institutions reporting the use of no-need awards increased from 1979 to 1985, and has remained stable since 1985 except for increases in aid to racial/ethnic minorities.

- Offers of financial aid increase the probability that an accepted student will enroll. For the five-year period preceding 1992, one-third of responding four-year institutions reported an overall decline in yield rates. But for applicants offered financial aid, only 10 percent of the public and 15 percent of the private institutions reported such a decline.
- In 1992 institutions indicated they offered financial aid to academically talented students, athletes, racial/ethnic minorities, students with special talents, and disadvantaged students. Racial/ethnic minorities were offered financial aid from a larger percentage of institutions in 1992 than in 1979 or 1985.
- On average, in 1992 only 56 percent of first-year students with demonstrated financial need had those needs fully met.

Admissions Policies and Standards

- Admissions standards at four-year public institutions clearly tightened between 1979 and 1992. Required years of study in English and mathematics increased, minimum high school GPA requirements rose, and minimum test score requirements increased. Overall acceptance rates decreased.
- Between 1985 and 1992 the proportion of four-year institutions reporting exceptions to formal admissions policies decreased for adult, part-time, and veteran students, but increased for students with disabilities.
- Overall, admissions officers at four-year institutions believed standards were higher in 1992 than in 1987, although the data from four-year private institutions did not always support this belief.

Admissions Responsibilities

- In 1992 chief admissions officers held or shared primary responsibility for setting specific admissions policies, although there was some indication that state agencies were taking more responsibility for setting broad guidelines on policies at state institutions.
- Admissions staff increasingly included minorities in 1992. They averaged 32 percent of professional staff at reporting institutions.
- In 1992 women made up 63 percent of the professional admissions staff at reporting institutions.

Admissions Practices

- In 1992 more than 90 percent of four-year institutions reported they provided prospective students with information on campus security, crime statistics, and accessibility for disabled students. Nearly two-thirds provided employment statistics or average starting salaries for graduates.
- Of several new approaches in admissions, concurrent enrollment of high school students was reported most frequently and by larger percentages of public than private institutions.

Equity

- Between 1979 and 1992 proportional representation in total undergraduate enrollment increased for Asian American, Hispanic, and American Indian students, and decreased for black and white students.
- Between 1985 and 1992 the average number of applications to four-year public and private institutions increased for all racial/ethnic groups, with the greatest proportional increases occurring for Asian American and Hispanic students.
- Between 1985 and 1992 increasing application rates for all racial/ethnic groups were accompanied by lower acceptance rates for all groups at four-year public institutions. Acceptance rates for all groups increased at four-year private institutions.

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1. Introduction

Based on a series of three national surveys, this report describes undergraduate college admissions from 1979 through 1992. The first survey, conducted in 1979 and sponsored by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and The College Board, collected information from 1,463 institutions of higher education (AACRAO 1980). The second survey (Breland, Wilder, and Robertson 1986), conducted in 1985 and sponsored by AACRAO, American College Testing (ACT), The College Board, Educational Testing Service (ETS), and the National Association of College Admission Counselors (NACAC), gathered data from 2,203 institutions. The third survey, in 1992, collected data from 2,024 responding institutions and was sponsored by the same five organizations that had sponsored the 1985 survey. The surveys began at a time when postsecondary institutions were concerned about a projected decline in the population of high school graduates. In 1979 that population was at a peak, and half of all graduates were going directly on to college or university the next fall. Nevertheless, the projected decline in enrollment forecast a bleak future for college admissions in particular and higher education in general.

Centra (1978) reviewed a number of the projections that were being made. Figure 1.1, adapted from Centra, gives U.S. Census estimates of the 18- to 21-year-old population for the years 1960 to 1995. These population estimates are usually quite accurate because they are based to a large degree on persons already born and take advantage of years of experience in projecting survival rates. The population increases in the 1960s were accompanied by unprecedented growth in U.S. higher education. During the 1960s alone, undergraduate enrollment doubled to 4 million and total enrollment rose to 8.6 million. But in the 1970s, the annual enrollment increases to which institutions had become accustomed began to decline, even as the 18- to 21-year-old population continued to increase.

The enrollment projections made in the 1970s were known to be less than perfect, but more often than not they indicated a sizable decrease. Projections made by Bowen (1974), Froomkin (1976), Leslie and Miller (1974), the Carnegie Foundation (Carnegie Foundation for the Advancement of Teaching 1975), Dresch (1975), Cartter (1976), Freeman (1976), and the National Center for Education Statistics (NCES) (Chronicle of Higher Education 1978) differed considerably.

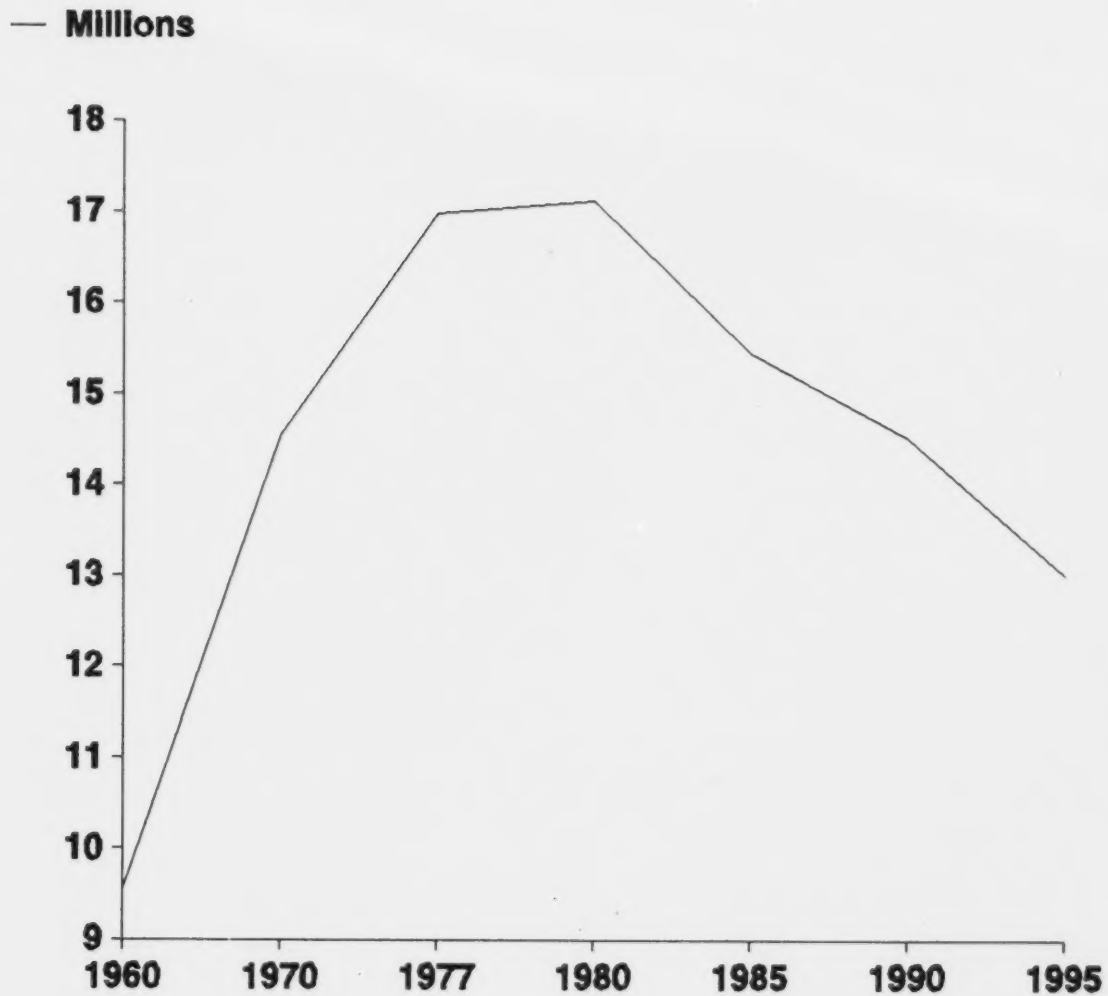
The Carnegie Foundation's enrollment projections (1975) were fairly accurate until about 1985; after that they were too low. The NCES (1978) high estimate was too high and the low estimate too low. Cartter (1976) predicted a decrease in enrollment during the first half of the 1980s, followed by a modest recovery from 1986 to 1989, a decrease in 1991 to 1992, and an upswing in the mid-1990s. Overall, Cartter's estimates were more pessimistic than those of either NCES or Carnegie. Froomkin (1976) had three different scenarios, but two of them called for a decline in total enrollment during the early 1980s. Dresch (1975) predicted a precipitous decline in enrollment in the mid-1980s and a 50 percent decrease in undergraduate enrollment by the year 2000. Freeman's (1976) projections were slightly more optimistic than those of Dresch and Froomkin but less optimistic than those of Cartter. Bowen (1974) was, second to the high NCES estimate, the most optimistic in his projections. He believed that enrollment in higher education could double or triple in 20 years because of major social and cultural changes in the United States. Leslie and Miller (1974) were cautiously optimistic in projecting upward trends in total enrollment, although they believed that growth would be slower than in the 1960s.

The 1979 Survey

These kinds of projections, especially the more pessimistic ones, resulted in the determination of colleges and universities to maintain enrollments, balance budgets, protect endangered departments, and the like. AACRAO and The College Board decided that a broad survey of undergraduate admissions policies, practices, and procedures would be useful to describe how institutions were responding to a widely perceived problem. A broad survey, rather than one focused only on enrollment, was designed because the ramifications of the demographic situation were seen as pervasive. The questionnaire developed contained 51 items covering

FIGURE 1.1

Estimates and Projections of the 18- to 21-year-old Population in the United States
1960 to 1995¹



¹Adapted from Centra (1978).

many aspects of admissions, including policymaking authority, requirements, credentials, recruitment, and differential treatment of various applicant groups.

The questionnaire was mailed during the first week of 1979 to directors of admissions at all regionally accredited, undergraduate degree-granting institutions of higher education listed in the *Education Directory: Colleges and Universities, 1976-77*, published by the National Center for Education Statistics (U.S. Department of Health, Education, and Welfare 1977). Responses were received from 1,463 institutions enrolling approximately 1.3 million freshmen in the fall of 1978.

Despite the ominous projections of some, those responding to the 1979 survey were optimistic, as this quote from the conclusion of the report illustrates:

... one might observe that virtually all institutions in the survey are facing the imminent decline in the population of high school graduates with planful and optimistic efforts to maintain their own viability by recruiting adequate numbers of students, not just from the cohorts of new high school graduates but also from older persons, minorities, and other groups for whom increased rates of college attendance seem attainable. Enrollment projections, market analyses, institutional self-studies, and planned recruitment activities are almost universal, and the expectation of surviving current population dips and economic slumps seems unanimous (AACRAO 1980, p. 52).

The 1979 survey revealed that many institutions were already heavily using direct mail, college nights, high school visits, financial incentives, and other enrollment maintenance activities. It also showed that admissions standards were not being compromised.

The 1985 Survey

The second survey (Breland, Wilder, and Robertson, 1986), conducted in 1985, asked questions similar to those in the first survey. Some questions used in 1979 were repeated, but, to reduce the length of the questionnaire, some information was taken from The College Board's *Annual Survey of Colleges*. A record 2,203 institutions responding to the 1985 survey showed that colleges were recruiting heavily and developing their recruiting expertise. Recruiting seemed to be effective, because first-time college enrollments from 1980 to 1985 shrank by fewer than 300,000 students, while the population of high school graduates decreased by almost half a million during the same five-year period. The proportion of high school graduates going directly on to college or university increased from 50 to 58 percent during this period. Older students were also being recruited, and their enrollment helped reduce the decline caused by the decrease in the number of high school

TABLE 1.1

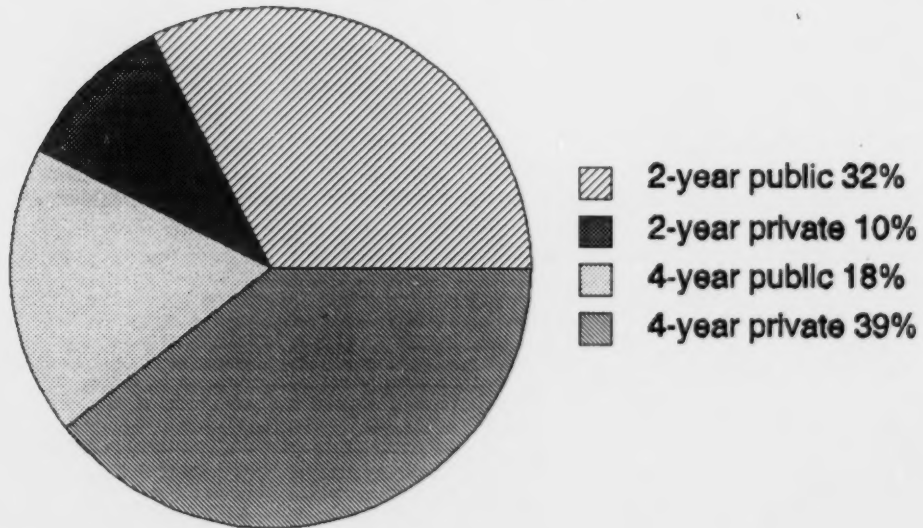
Institutions Surveyed and Response Rates, 1992

	<u>Two-year Institutions</u>		<u>Four-year Institutions</u>		Total
	Public	Private	Public	Private	
Surveyed	1,002	313	559	1,218	3,092
Responding	705	169	366	784	2,024
Response Rate	70%	54%	65%	64%	65%

FIGURE 1.2

Institutions Surveyed and Response Rates, 1992

Surveyed (N=3,092)



Response Rates (N=2,024)

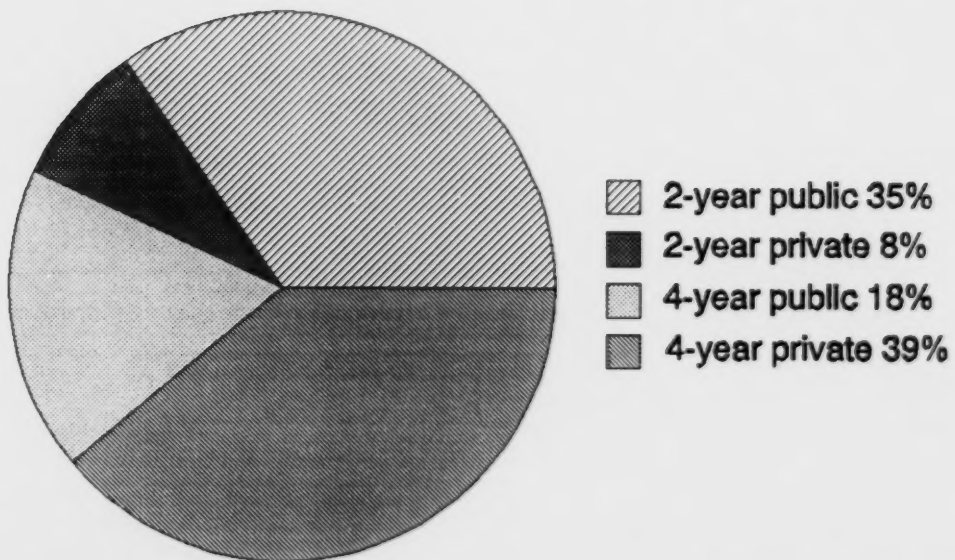


TABLE 1.2
Numbers of Institutions Responding, 1979, 1985, and 1992

Year	<u>Two-year Institutions</u>		<u>Four-year Institutions</u>		Total
	Public	Private	Public	Private	
1979	401	81	333	648	1,463
1985	745	218	413	827	2,203
1992	705	169	366	784	2,024

graduates. Although first-time college enrollment decreased from 1980 to 1985, total fall enrollment in U.S. institutions of higher education actually increased.

The 1985 survey report projected, however, a continued decline in the number of high school graduates through 1992, and suggested that even more effective recruiting efforts might be required until the demographic situation improved. The report urged a special focus on minority recruiting because of dramatically increasing minority populations.

Between 1985 and 1990, the number of high school graduates decreased by another 300,000, making the total decline since 1980 almost three-quarters of a million students. But the proportion of high school graduates going directly on to college increased from 58 to 60 percent between 1985 and 1990, and first-time freshman enrollment decreased by only 29,000 students over this same period. Obviously, something was happening to maintain enrollments despite an enormous decline in the number of high school graduates. By 1992, the most recent year for which data are available, 62 percent of high school graduates were going directly on to college (U.S. Department of Education 1993a). The proportions varied by sex and ethnic group, however. Sixty-four percent of female high school graduates were going directly on to college, compared to only 60 percent of males. Sixty-four percent of white high school graduates, 48 percent of black high school graduates, and 55 percent of Hispanic high school graduates were going directly on to college.

The 1992 Survey

The purpose of the 1992 survey, like the two previous surveys, was to broadly describe undergraduate admissions policies, practices, and procedures at the time. The 1992 survey instruments were designed to be as similar as possible to those used in the 1985 survey, since identical questions asked at different times allow for an analysis of trends. Nevertheless, questionnaires need to be revised over time because issues change and some questions are no longer effective. In the questionnaire for four-year institutions, 25 of the 49 questions used in 1985 were retained, 15 questions were modified, 9 questions were deleted, and 8 questions were added. The modified questions were changed in such ways that most responses could still be compared to the 1985 responses. That is, a question listing a number of admissions practices, for example, was modified by adding new practices or new issues (such as issues relating to persons with disabilities) that were not included in 1985. Even though items were added to a list, the original items remained and could be compared to the 1985 responses. The questions added to the 1992 questionnaire primarily reflected new financial aid practices and

TABLE 1.3
Geographic Distribution of Institutions Responding, 1985 and 1992

Region	Percentage by Institutional Type and Year									
	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
	1985	1992	1985	1992	1985	1992	1985	1992	1985	1992
New England	5	4	12	12	7	9	11	10	8	8
Middle States	10	9	25	22	16	12	22	20	17	15
South	25	25	23	21	23	25	18	18	22	22
Midwest	28	31	24	28	26	26	30	34	28	31
Southwest	11	11	3	4	11	11	6	5	9	8
West	<u>21</u>	<u>20</u>	<u>12</u>	<u>13</u>	<u>17</u>	<u>17</u>	<u>12</u>	<u>13</u>	<u>16</u>	<u>16</u>
Total	100	100	99	100	100	100	99	100	100	100

technological advances in admissions practices. Similar changes were made in the questionnaire for two-year colleges, in which 21 of the 42 questions used in 1985 were retained, 11 were modified, 10 were deleted, and 10 questions were added. A few questions used in the 1979 survey, and repeated in the 1985 survey, were also retained in the 1992 survey so that long-term trends could be identified. As with the 1985 survey, data from The College Board's *Annual Survey of Colleges* reduced the length of the questionnaire. The 1992 survey instruments are included in this report as Appendixes A and B, for two- and four-year institutions, respectively.

The questionnaires were mailed on October 30, 1992, along with a letter signed by the presidents of the five sponsoring organizations (see Appendix C). Respondents were asked to return the completed questionnaires by November 27, 1992. Like the 1985 survey, the mailing was addressed to the directors of admissions at institutions that met the survey criteria. These criteria required that institutions be identified by the U.S. Department of Education, Division of Eligibility and Agency Evaluation, as eligible for inclusion in the *Education Directory: Colleges and Universities, 1991-92*, published by the National Center for Education Statistics (U.S. Department of Education 1992); that they offer associate or bachelor's degree programs; and that they enroll first-time freshmen. To be included in the directory, institutions must be accredited by a nationally recognized accrediting agency, or approved by a state department of education or a state university; have attained preaccredited status with a nationally recognized accrediting agency or be public or nonprofit colleges whose credits have been accepted as if coming from an accredited institution by at least three accredited institutions. Institutions in Puerto Rico and U.S. territories and possessions and institutions that admit only students who have completed the freshman and sophomore years elsewhere (upper-division institutions) were not surveyed. Of the 3,092 eligible institutions surveyed, 1,002 were two-year public, 313 were two-year private, 559 were four-year public, and 1,218 were four-year private.

A total of 2,024 institutions responded to the survey, an overall response rate of 65 percent. Response rates varied across institutional types: 705 two-year public (70 percent), 169 two-year private (54 percent), 366 four-year public (65 percent), and 784 four-year private (64 percent). Table 1.1 summarizes the survey population, the number of responding institutions, and the response rates. Figure 1.2 shows the surveyed and responding institutions graphically. The 1.86 million first-time freshmen reported by the responding institutions represented over two-thirds of all 1992 first-time freshmen (see Technical Note 1, Appendix D).

Analytical Approaches

Like the 1985 survey, a principal objective of the 1992 survey was to describe trends in admissions practices. This was made possible by repeating some 1985 questions and by asking retrospective questions in the 1992 survey. There are difficulties with both approaches. Even though the questions may have been the same from one survey to the next, the responding institutions were not identical and the context may have changed. Slight differences in the wording of questions in the different surveys sometimes resulted in data that were not comparable. Retrospective questions rely on memories, which may be imperfect; further, the individual responding may not have been at the institution for a long period of time. Additionally, slight shifts occurred in the geographic distribution of responding institutions in the different surveys. These shifts can lead to erroneous interpretation of results.

Table 1.2 compares the number of institutions responding to each of the surveys. The best comparisons were possible between the 1985 and 1992 surveys, because the questionnaires and number of institutions responding were more similar. Table 1.3 shows that the geographic distribution of responding institutions in 1985 and 1992 was similar, although slightly fewer responding institutions in 1992 were from the Middle States region and slightly more were from the Midwest. More extreme geographic shifts can be seen by comparing specific cells in Table 1.3. For example, the response rate for four-year public institutions in the Middle States region declined from 16 to 12 percent, whereas the response rate for four-year private institutions in the Midwest increased from 30 to 34 percent. These geographic shifts in response rates suggest that special caution should be exercised when interpreting data that may be related to geographic regions. Practices or services that have historically been regionally based, for example, may appear to have increased or decreased in frequency solely because of regional shifts in institutional response rates. Geographic distributions of respondents to the 1979 survey were not reported.

In interpreting these data, note that all averages and percentages reported are subject to random statistical variation. Accordingly, sometimes what may seem to be important differences are not statistically significant differences.

2. Selectivity in Admissions

Institutions of higher education vary considerably in their admissions policies, not only in the degree to which they are selective but also in the procedures used to decide which applicants will be accepted and which rejected. This variety in policies and procedures is perhaps one reason that admissions practices are not generally well understood by either applicants or their parents. Although only a fraction of institutions accept fewer than 50 percent of their applicants, it is the admissions practices of this small group of institutions that the public perceives as the norm for higher education (Ciompi 1993). Applicants to a particular institution are to a large degree self-selected. Students' decisions to apply to a given institution depend on a number of factors: perceived ability and judgments about the abilities of other students applying to that institution; the institution's recruiting activities, reputation, and major course offerings in relation to students' interests; students' aspirations, etc. Since students usually apply to, and may be accepted at, more than one institution, they then must decide where to enroll. Although the topic has been studied extensively, it is virtually impossible to determine how students and their families make these decisions (Stewart 1992). All that is certain is that the admissions policies and practices of any given institution only in part determine who will ultimately enroll there.

To gather information about institutional selectivity, each of the three surveys asked a number of questions about general admissions policies, accessibility, and selectivity. While the responses were usually indicative of the actual practices at different categories of institutions, it must be remembered that within each institutional category there are many very different types of institutions.

General Admissions Practices

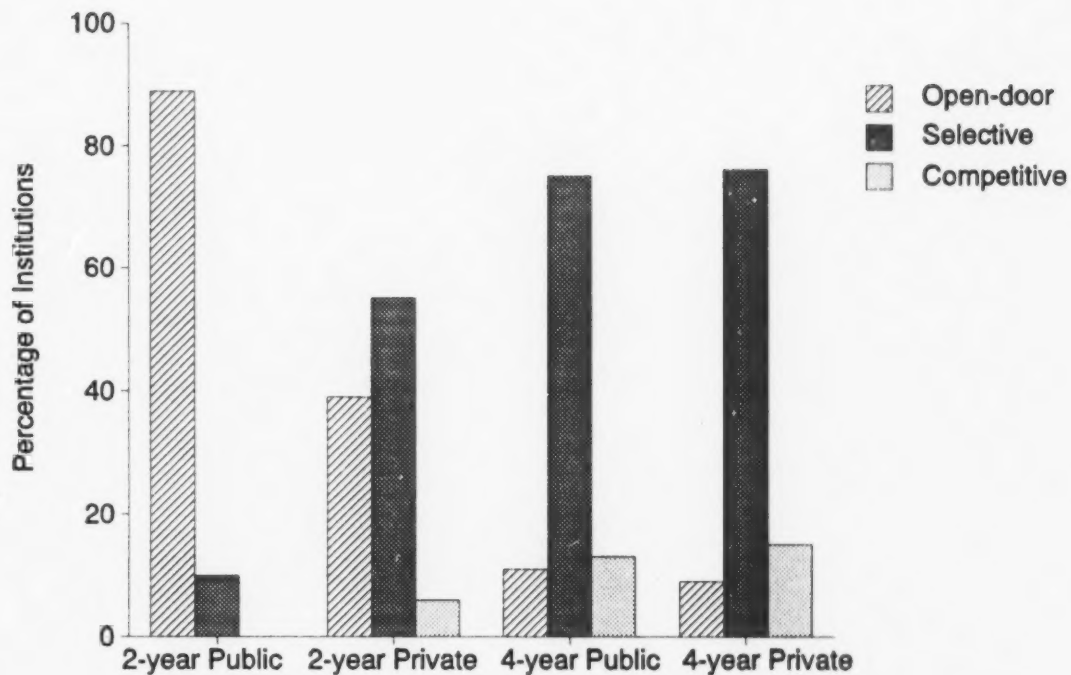
The 1979, 1985, and 1992 surveys all asked institutions to describe their general admissions practices by selecting one of these four options:

1. Any individual wishing to attend will be admitted without review of conventional academic qualifications.
2. Any high school graduate (or person with equivalent credentials) will be admitted.
3. The majority of individuals who meet some specified level of academic achievement or other qualifications above and beyond high school graduation are admitted.
4. Among those individuals who meet some specified level of academic achievement or other qualifications above and beyond high school graduation, only a limited number will be admitted.

To be consistent with the 1979 and 1985 surveys, those institutions selecting either of the first two options were classified as "open-door"; those selecting the third option as "selective"; and those selecting the fourth option as "competitive."

Figure 2.1 shows two- and four-year public and private institutions by degree of selectivity, and indicates that in 1992, practically all (89 percent) of the two-year public institutions described themselves as open-door, while only a few (10 percent) described themselves as selective. Of the two-year private institutions, a little more than one-third (39 percent) reported that they were open-door and a little more than half (55 percent) reported that they were selective. Only 6 percent of the two-year private institutions—a total of 10—described themselves as competitive. The four-year institutions were predominantly selective, with 75 percent of the public and 76 percent of the private reporting that they were selective but not competitive. Slightly more four-year private than four-year public institutions reported that they were competitive (15 percent compared

FIGURE 2.1
General Admissions Practices, 1992



to 13 percent). About the same proportion of four-year institutions described themselves as open-door (11 percent of the public and 9 percent of the private).

Since this identical question was also asked in the 1979 and 1985 surveys, the responses can be compared to identify possible trends, but caution must be exercised because the mix of institutions responding was not the same in the three survey years and because small differences are not statistically significant. Table 2.1 shows the percentages of institutions classified as open-door, selective, and competitive in 1979, 1985, and 1992. The two-year public institutions were quite consistent, with 89 to 90 percent reporting that they were open-door and 9 to 10 percent reporting that they were selective for all three survey years. The two-year private institutions were inconsistent, suggesting that the institutions responding in each of the three years may not have been the same ones. The only statistically significant differences over time shown in Table 2.1 are

TABLE 2.1
General Admissions Practices, 1979, 1985, and 1992

Institutional Type and Year	Number of Institutions	Percentage of Institutions		
		Open-door	Selective	Competitive
<u>Two-year</u>				
<u>Public</u>				
1979	401	89	9	1
1985	75	90	9	0
1992	705	89	10	0
<u>Private</u>				
1979	81	35	60	5
1985	218	47	48	3
1992	169	39	55	6
<u>Four-year</u>				
<u>Public</u>				
1979	333	20	70	10
1985	413	15	72	12
1992	366	11	75	13
<u>Private</u>				
1979	648	8	77	13
1985	827	10	74	15
1992	784	9	76	15

Notes: 1992 summary data for this table were obtained from responses to questions 5 and 6 of the two- and four-year questionnaires, respectively. Percentages are based on the total number of institutions responding to the questionnaire (see Technical Note 5, Appendix D). For interpretation of differences in percentages, see Technical Note 2, Appendix D.

for four-year public institutions that described themselves as open-door (see Technical Note 2, Appendix D). The percentage decreased from 20 percent in 1979 to 15 percent in 1985 and to 11 percent in 1992. Since the number of institutions responding to all three surveys was substantial and the trend was steady, it seems safe to conclude that fewer responding four-year public institutions perceived themselves as open-door in 1992 than in 1979. Although not statistically significant, the increase from 70 to 75 percent of four-year public institutions describing themselves as selective and the increase from 10 to 13 percent of those describing themselves as competitive are consistent with the decline in the percentages of four-year public institutions describing themselves as open-door. These changes are also consistent with other data in this report and suggest a trend toward greater selectivity among four-year public institutions. Table 2.1 suggests no other trends in general admissions practices over the period of the three surveys.

TABLE 2.2

Trends in Admissions Standards Viewed Retrospectively,
Compared to Five Years Ago

Standards for Admissions	Response	Percentage of Institutions			
		Two-year Institutions		Four-year Institutions	
		Public	Private	Public	Private
General level of selectivity	Lower	1	5	4	3
	Same	80	48	36	46
	Higher	18	46	59	51
	Don't know	1	1	1	0
Course Work	Lower	0	2	0	1
	Same	81	73	42	66
	Higher	15	24	57	32
	Don't know	3	1	1	1
High School GPA/Class Rank	Lower	1	5	4	2
	Same	82	64	46	48
	Higher	10	25	48	48
	Don't know	7	7	1	2
Test Scores	Lower	3	4	5	5
	Same	71	50	42	44
	Higher	21	39	50	48
	Don't know	5	7	3	3
Number of Institutions		680	169	360	776

Notes: 1992 summary data for this table were obtained from responses to questions 6 and 7 of the two- and four-year questionnaires, respectively. Percentages are based on the number of institutions responding to these questions. For interpretation of differences in percentages, see Technical Note 2, Appendix D.

Another way to examine trends in admissions practices is to ask retrospective questions. Such questions have the advantage that the same institutions are being considered over time, but they have the disadvantage that respondents may not remember well or may not have been at the institution for a sufficient period of time. Table 2.2 shows the responses to a retrospective question asking how four different standards for admission had changed over the past five years. The four standards were the general level of selectivity, high school coursework requirements, high school grade-point average (GPA)/class rank, and admissions test scores.

Most two-year institutions indicated that all four standards remained about the same over the five-year period. Most of the two-year private institutions said that the standards for coursework and grades remained the same over this period, but the view was mixed on the general level of selectivity and on test

TABLE 2.3
Distribution of Four-year Institutions
by Acceptance Rate, 1985 and 1992

Acceptance Rate	Distribution of Four-year Institutions			
	Public		Private	
	1985	1992	1985	1992
50% or less	8%	9%	9%	8%
50% - 80%	43%	53%	40%	46%
80% - 95%	32%	28%	39%	38%
95%	17%	10%	12%	8%
Number of Institutions	328	325	688	687

Notes: 1992 summary data for this table were obtained from responses to question 22 of the four-year questionnaire. Percentages are based on the number of institutions responding to this question. For interpretation of differences in percentages, see Technical Note 2, Appendix D.

scores. Most of the four-year public institutions responded that the standards for general level of selectivity and coursework were higher than five years ago. Trends in standards for grades and test scores were less distinct at four-year public institutions, but more respondents did report that standards were higher rather than lower. A slim majority (51 percent) of four-year private institutions responded that the general level of selectivity was higher in 1992 than in 1988, but a majority reported that standards for coursework were the same.

In summary, Table 2.2 suggests little change in standards for admission at two-year institutions over the five-year period, a shift toward higher standards at four-year public institutions, and perhaps modestly higher standards at four-year private institutions. These trends are consistent with those suggested by Table 2.1.

Selectivity Categories

Trends in selectivity can also be examined by classifying institutions into categories by degree of selectivity and observing trends in the proportion of institutions in the different categories. Table 2.3 groups institutions into four categories by acceptance rate: 50 percent or less of applicants accepted, 50 to 80 percent accepted, 80 to 95 percent accepted, and over 95 percent accepted. Table 2.3 indicates that the largest change in degree of selectivity between 1985 and 1992 appears to have occurred at four-year public institutions, which showed a change from 43 percent in 1985 to 53 percent in 1992 in the 50 to 80 percent acceptance rate category. The proportion of four-year private institutions in the 50 to 80 percent acceptance rate category also increased (from 40 to 46 percent). There was no statistically significant change in the percentage of

TABLE 2.4
Cross-tabulation of Four-year Institutions
by Acceptance Rate and General Admissions Categories, 1985 and 1992

Acceptance Rate	Percentage of Institutions						Number of Institutions	
	Open-door		Selective		Competitive			
	1985	1992	1985	1992	1985	1992	1985	1992
<u>Four-year Public</u>								
50% or less	0	0	4	4	38	42	29	30
50% - 80%	18	23	46	55	54	56	164	170
80% - 95%	33	27	37	33	6	2	124	91
> 95%	49	50	13	8	2	0	63	34
Number of Institutions	55	30	275	250	50	45	380	325
<u>Four-year Private</u>								
50% or less	0	2	2	3	46	36	69	55
50% - 80%	21	20	43	45	45	51	316	304
80% - 95%	31	24	47	45	9	13	305	263
> 95%	48	54	8	7	0	0	79	62
Number of Institutions	71	46	580	529	118	109	769	684

Notes: 1992 summary data for this table were obtained from a cross-tabulation of questions 6 and 22 of the four-year questionnaire. Percentages are based on the number of institutions responding to these questions. For interpretation of differences in percentages, see Technical Note 2, Appendix D.

institutions in the 80 to 95 percent acceptance rate category, but the percentage of public institutions in the greater than 95 percent category decreased from 17 to 10 percent. These responses, combined with those shown in Tables 2.1 and 2.2, suggest a trend toward higher admissions standards at four-year institutions, particularly public ones.

Table 2.4 shows a cross-tabulation of acceptance rate categories with the general admissions categories presented in Table 2.1 for 1985 and 1992. This cross-tabulation illustrates how perceptions of selectivity differ. For example, of those institutions that described themselves as open-door, only half also reported that they accepted more than 95 percent of their applicants. And of the institutions that described themselves as selective, a small proportion (8 to 13 percent) also reported that they accepted more than 95 percent of applicants. None of the differences in percentages over time presented in Table 2.4 are statistically significant, however.

Overall Acceptance Rates

Even though all institutions did not provide application and acceptance data, it was possible to compute acceptance rates for those institutions that did report this information. Table 2.5 shows overall acceptance rates at four-year institutions and compares these rates for 1985 and 1992. The 1985 and 1992 acceptance rates for the total group are consistent with other evidence already presented indicating a trend toward greater

TABLE 2.5
Acceptance Rates at Four-year Institutions
by Sex and Racial/Ethnic Group, 1985 and 1992

Group		Four-year Public		Four-year Private	
		1985	1992	1985	1992
Total	Applications	1,298,270	1,606,919	964,565	1,004,840
	Acceptances	932,982	1,096,853	594,422	679,587
	Rate	72%	68%	62%	68%
Male	Applications		529,327		406,481
	Acceptances		344,148		261,988
	Rate		65%		64%
Female	Applications		553,215		424,284
	Acceptances		387,595		294,495
	Rate		70%		69%
American Indian	Applications	3,520	6,520	1,482	2,117
	Acceptances	2,690	4,513	941	1,389
	Rate	76%	69%	63%	66%
Asian American	Applications	34,202	88,055	25,268	47,651
	Acceptances	22,553	56,760	12,187	26,839
	Rate	66%	64%	48%	56%
Black	Applications	71,626	119,561	34,858	38,340
	Acceptances	46,450	68,805	21,335	23,967
	Rate	65%	58%	61%	63%
Hispanic	Applications	29,085	65,259	14,865	27,661
	Acceptances	20,116	41,977	8,721	18,034
	Rate	69%	64%	59%	65%
White	Applications	624,528	718,430	473,442	376,048
	Acceptances	450,588	493,223	286,410	257,074
	Rate	72%	69%	60%	68%
International	Applications		22,181		36,577
	Acceptances		10,628		15,453
	Rate		48%		42%

Notes: 1992 summary data for this table were obtained from responses to question 22 of the four-year questionnaire. For interpretation of differences in acceptance rates, see Technical Note 2, Appendix D. Separate data for males and females, and for international students, were not obtained in 1985.

TABLE 2.6
Relationship of Acceptance Rates to Selectivity at
Four-year Institutions, 1985 and 1992

Selectivity Category		Four-year Public		Four-year Private	
		1985	1992	1985	1992
50% or less	Applications	146,654	249,706	288,903	208,931
	Acceptances	55,242	86,302	97,299	72,091
	Rate	38%	35%	34%	35%
50% - 80%	Applications	712,562	937,213	446,116	488,723
	Acceptances	487,014	643,255	302,362	340,489
	Rate	68%	69%	68%	70%
80% - 95%	Applications	352,755	365,240	203,694	283,797
	Acceptances	306,712	313,469	170,773	244,127
	Rate	87%	86%	84%	86%
> 95%	Applications	86,299	54,760	25,669	23,389
	Acceptances	84,014	53,827	23,901	22,880
	Rate	97%	98%	96%	98%

Notes: 1992 summary data for this table were obtained from responses to question 22 of the four-year questionnaire. For interpretation of differences in acceptance rates, see Technical Note 2, Appendix D.

selectivity and higher standards in four-year public institutions. The overall acceptance rate at these institutions decreased from 72 percent in 1985 to 68 percent in 1992. This trend was also observed in The College Board's *Annual Survey of Colleges* (College Board 1986, 1994), in which the figures obtained were 71 percent in 1985 and 68 percent in 1992. This is a highly significant shift, statistically, given the large number of applicants involved. Both sets of surveys also show a trend toward less selectivity at four-year private institutions, at which acceptance rates increased from 62 to 68 percent (see Table 2.5) and from 62 to 65 percent according to data from The College Board surveys. This trend at four-year private institutions is not consistent with other evidence indicating a modest tightening of standards in this sector, and thus it may relate to other factors affecting acceptance rates (such as the number of applications received and anticipated yield rates).

Acceptance Rates for Different Subgroups of Students

While fewer institutions reported application and acceptance data for different gender and racial/ethnic groups, these data are presented in Table 2.5. It is not clear what interpretation can be made of the variations shown. Female applicants were more likely to be accepted than male applicants (70 percent compared to 65 percent at public institutions and 69 percent compared to 64 percent at private). The acceptance rate for minority applicants appears to have been lower at four-year public institutions in 1992 than in 1985. Four-year private institutions appear to have accepted minority applicants at a higher rate in 1992 than in

FIGURE 2.2

Distribution of Acceptance Rates at
Four-year Public and Private Institutions, 1992

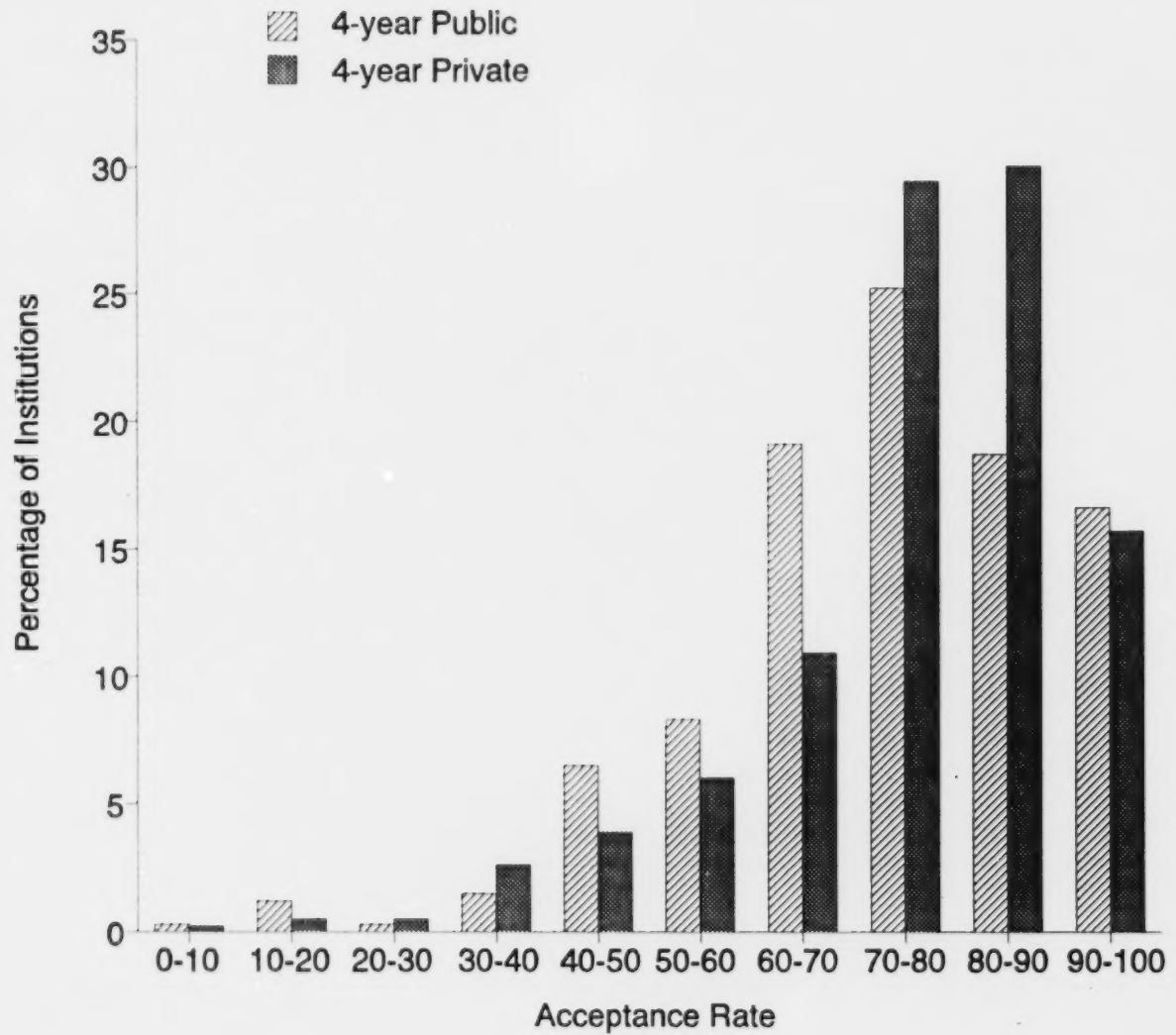


Table 2.7
Applications Received by Four-year Public
and Private Institutions by Subgroup, 1985 and 1992

Group	Public			Private		
	1985	1992	Change (%)	1985	1992	Change (%)
Total	3,958	4,944	25	1,402	1,463	4
Male	—	2,646		—	854	
Female	—	2,725		—	854	
American Indian	23	38	36	8	10	25
Asian American	218	509	133	88	180	104
Black	396	619	56	98	133	36
Hispanic	178	377	112	54	103	91
White	3,413	4,014	18	1,243	1,270	2

Notes: 1992 summary data for this table were obtained from responses to question 22 of the four-year questionnaire. With one exception, the averages in this table are consistent with those in the College Board's *Annual Survey of Colleges (ASC)*. The 1992 ASC reported that each four-year private institution received an average of 1,633 applications, representing a 16 percent increase over 1985 ASC data.

1985. Although not listed as a separate category in 1985, international students appear to have been accepted at a lower rate in 1992 than any other subgroup, 48 percent at public institutions and 42 percent at private.

Relationship of Acceptance Rates to Institutional Selectivity

Table 2.6 presents data for 1985 and 1992 relating acceptance rates to degree of institutional selectivity. Acceptance rates at the most selective four-year public institutions fell between 1985 and 1992, which is consistent with other evidence suggesting a trend toward higher standards at these institutions. Table 2.6 suggests little change in acceptance rates for less selective institutions, indicating that the trend toward higher standards at four-year public institutions may have been limited to the most selective institutions in this sector. At four-year private institutions, acceptance rates appear to have increased slightly at all levels of selectivity.

Application Rates

Differences in degree of institutional selectivity are quite likely related to the number of applications received. Table 2.7 shows the average number of applications received by four-year public and private institutions in 1985 and 1992 broken down by subgroups. Overall, the average number of applications received by public institutions increased by 25 percent, while that for private institutions increased by only 4

percent. The average number of applications from minority students increased substantially, with the greatest increases shown for Asian American and Hispanic applicants to four-year public institutions (133 and 112 percent, respectively). With increases in the average number of applications from minority students, acceptance rates could decrease without an accompanying decrease in the average number of minority students accepted.

Selectivity in Perspective

An analysis of acceptance rates in 1985 indicated that relatively few institutions were actually very selective, and the 1992 survey data show little change in this overall picture. Only about 10 percent of institutions rejected more than half of their applicants. Figure 2.2 shows the distribution of acceptance rates at four-year public and private institutions in 1992. Contrary to popular opinion, Figure 2.2 indicates that four-year public institutions are often more selective than four-year private. The largest percentage of four-year private institutions (almost 60 percent) accepted between 70 and 90 percent of their applicants. In the more selective 40 to 70 percent acceptance rate range, there were more public institutions than private. The few institutions that accepted fewer than 40 percent of their applicants were about equally divided among public and private.

3. Admissions Policies, Practices, And Procedures at Two- and Four-Year Institutions

This section of the report presents, through text, tables, and figures, survey respondents' views on the locus of responsibility for establishing broad guidelines and setting specific policies related to the admissions process; the organization, administration, and staffing of admissions offices; policies on and requirements for degree candidacy at two-year institutions; new strategies used in the admissions process; institutional research on the admissions process; policies and practices concerning out-of-state or out-of-district students; and special services developed to improve the transition to postsecondary education.

Locus of Responsibility for Admissions Guidelines and Policies

In the 1992 survey, institutional respondents were asked to indicate who had primary responsibility for establishing broad admissions guidelines and for setting specific admissions policies at their institutions. Respondents could select multiple options. Because five new options were added to this question on both the two- and the four-year institutional questionnaires and one option was deleted from the four-year survey, the 1992 data are not directly comparable to data from the 1979 and 1985 surveys. Nevertheless, some general observations can be made.

Broad Guidelines

Table 3.1 shows that at least one-third of all 1992 respondents indicated that responsibility for establishing broad guidelines for admissions fell mainly to boards of trustees or other governing boards (37 percent), chief executive officers (35 percent), chief admissions officers (34 percent), and/or admissions committees (34 percent). More than 20 percent indicated that such responsibility rested with the chief academic officer (28 percent), the executive council of deans or a similar administrative group (23 percent), the state legislature (22 percent), the state coordinating board of higher education (21 percent), the chief student affairs officer (21 percent), and/or admissions office staff (21 percent). Faculty senates were named by 19 percent of institutions overall, and by 29 percent of four-year public institutions. See Figure 3.1 for a graphic presentation of the data in Table 3.1. Figures 3.2 and 3.3 indicate that, compared to respondents to the 1979 and 1985 surveys, in 1992 a larger percentage of respondents from both two- and four-year public and private institutions reported that state legislatures and state coordinating boards, higher education boards, or commissions had primary responsibility for establishing broad admissions guidelines.

Specific Policies

Although chief admissions officers were about as likely as governing boards, chief executive officers, and admissions committees to be perceived as "mainly responsible" for establishing broad admissions guidelines, they appeared even more likely to be viewed as responsible for setting specific admissions policies (see Table 3.2 and Figures 3.4, 3.5, and 3.6). More than half (53 percent) of all respondents reported that chief admissions officers were mainly responsible for setting specific admissions policies. Private institutions were more likely than public to express this perception. Similarly, two-year private institutions were much more likely than institutions in the other sectors to say that primary responsibility for specific admissions policies fell to the chief executive officer.

The apparent decrease in the percentage of respondents from two-year colleges who viewed the admissions office staff and/or the executive council of deans or a similar administrative group as having primary responsibility for specific admissions policies may be an artifact of the addition of several new response

TABLE 3.1

Primary Responsibility for Establishing Broad Admissions Guidelines, 1979, 1985, and 1992

Staff Category	Year	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Percentage of Institutions						
Admissions Committee	1979	13	44	28	53	36
	1985	20	35	30	50	35
	1992	21	40	30	46	34
Chief Admissions Officer ^a	1979	— ^a	— ^a	— ^a	— ^a	— ^a
	1985	— ^a	— ^a	— ^a	— ^a	— ^a
	1992	28	33	31	40	34
Admissions Office Staff ^b	1979	27	32	32	39	34
	1985	22	31	32	38	31
	1992	19	31	— ^b	— ^b	21
Chief Executive Officer	1979	41	48	41	39	41
	1985	30	48	33	45	38
	1992	24	41	33	44	35
Chief Enrollment Management Officer ^a	1979	— ^a	— ^a	— ^a	— ^a	— ^a
	1985	— ^a	— ^a	— ^a	— ^a	— ^a
	1992	14	13	21	27	20
Chief Academic Officer ^a	1979	— ^a	— ^a	— ^a	— ^a	— ^a
	1985	— ^a	— ^a	— ^a	— ^a	— ^a
	1992	20	30	29	33	28
Chief Student Affairs Officer ^a	1979	— ^a	— ^a	— ^a	— ^a	— ^a
	1985	— ^a	— ^a	— ^a	— ^a	— ^a
	1992	24	23	17	19	21
Enrollment Management Committee ^a	1979	— ^a	— ^a	— ^a	— ^a	— ^a
	1985	— ^a	— ^a	— ^a	— ^a	— ^a
	1992	13	20	19	19	17
Executive Council of Deans or Similar Administrative Group	1979	30	28	21	25	26
	1985	29	32	25	36	31
	1992	19	23	20	29	23
Faculty Senate	1979	5	5	19	15	13
	1985	11	14	24	21	17
	1992	12	20	29	21	19
Board of Trustees or Other Governing Board	1979	46	19	42	19	32
	1985	40	32	45	32	37
	1992	37	36	39	37	37
State Legislature	1979	33	2	14	1	13
	1985	34	11	23	3	18
	1992	36	19	26	7	22
State Coordinating Board, Higher Education Board, or Commission	1979	21	2	9	1	8
	1985	17	9	13	3	10
	1992	32	22	30	7	21
Other ^c	1979	— ^c	— ^c	— ^c	— ^c	— ^c
	1985	4	3	6	4	4
	1992	2	4	3	2	2

TABLE 3.1 (continued)

Staff Category	Year	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
		Number of Institutions Responding to Questionnaire				
NA	1979	401	81	333	648	1,463
	1985	745	218	413	827	2,203
	1992	705	169	366	784	2,024

Notes: 1992 summary data for this table were obtained from responses to questions 41 and 44 of the two- and four-year questionnaires respectively. The two-year questionnaire asked about broad guidelines that "apply to admission for students"; the four-year questionnaire asked about broad guidelines that "apply to entering freshmen." Percentages are based on the total number of institutions responding to the questionnaire (see Technical Note 5, Appendix D). For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.

^aNot included in the 1979 or 1985 questionnaire.

^bNot included in the 1992 questionnaire for four-year institutions.

^cNot available for 1979; in 1992 the percentage for "other" is based only on the first of two "other" questions, i.e., the one that read "other, specify."

options that gave institutions a more precise means of responding to the question than had been possible in 1979 and 1985.

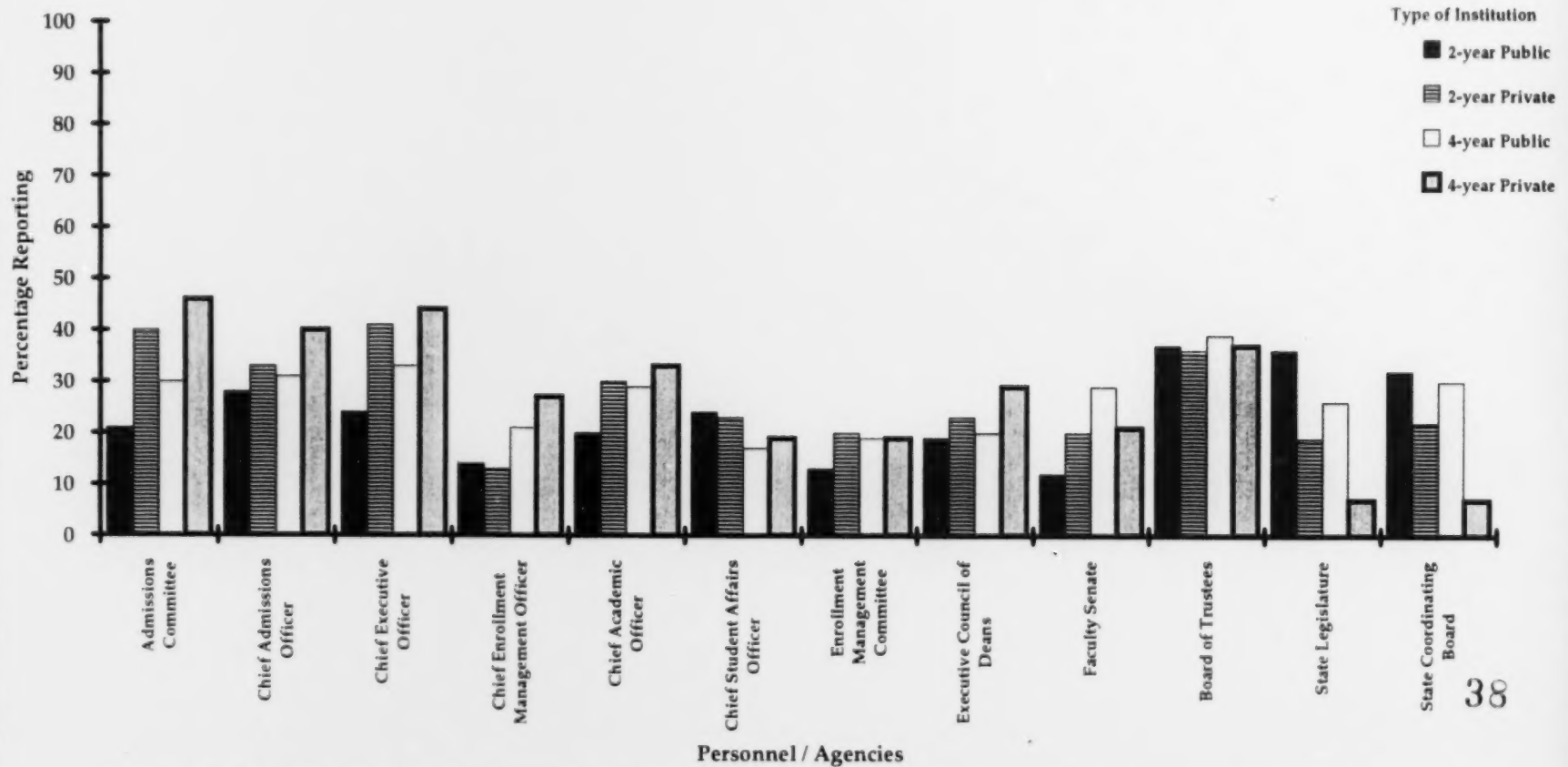
Organization, Administration, and Staffing of Admissions Offices

The 1992 survey asked respondents to characterize the position of the admissions office in their own institution's administrative structure by selecting one of four descriptive statements (see Table 3.3). Nearly two-fifths (39 percent) of the respondents reported that admissions activities tended to be informally coordinated with other administrative areas. With the exception of a few who either did not respond (4 percent) or who indicated that admissions staff met on a regular basis as part of a campus committee on recruitment (4 percent), the remaining respondents were divided almost equally between the two remaining options—admissions as part of a formal enrollment unit (27 percent) and admissions as linked to the offices of financial aid, registrar, retention, and institutional research through a common administrator (26 percent). Two-year institutions, especially public ones, were more likely than four-year to link admissions to other offices through a common administrator.

The median/average size of the professional and clerical staff in admissions offices is reported in Table 3.4 and Figures 3.7, 3.8, 3.9, and 3.10. Overall, the median number of professional staff in 1992 was 4, although two-year public colleges reported fewer staff and four-year institutions reported more. The overall median number of clerical staff was 3. In 1992, 32 percent of the professional staff and 39 percent of the clerical staff in admissions offices were minorities, and 63 percent of the professional staff and 97 percent of the clerical staff were women. Two-year institutions reported higher percentages of minorities in both professional and clerical positions than did other sectors and well over twice the percentage of minorities among professional and clerical staff reported in 1985. In the two-year sectors, more than two-thirds of the professional admissions staff were women; in the four-year sectors, nearly three-fifths of the professional staff were women. Less remarkable is the fact that almost all the clerical staff in all four sectors were women.

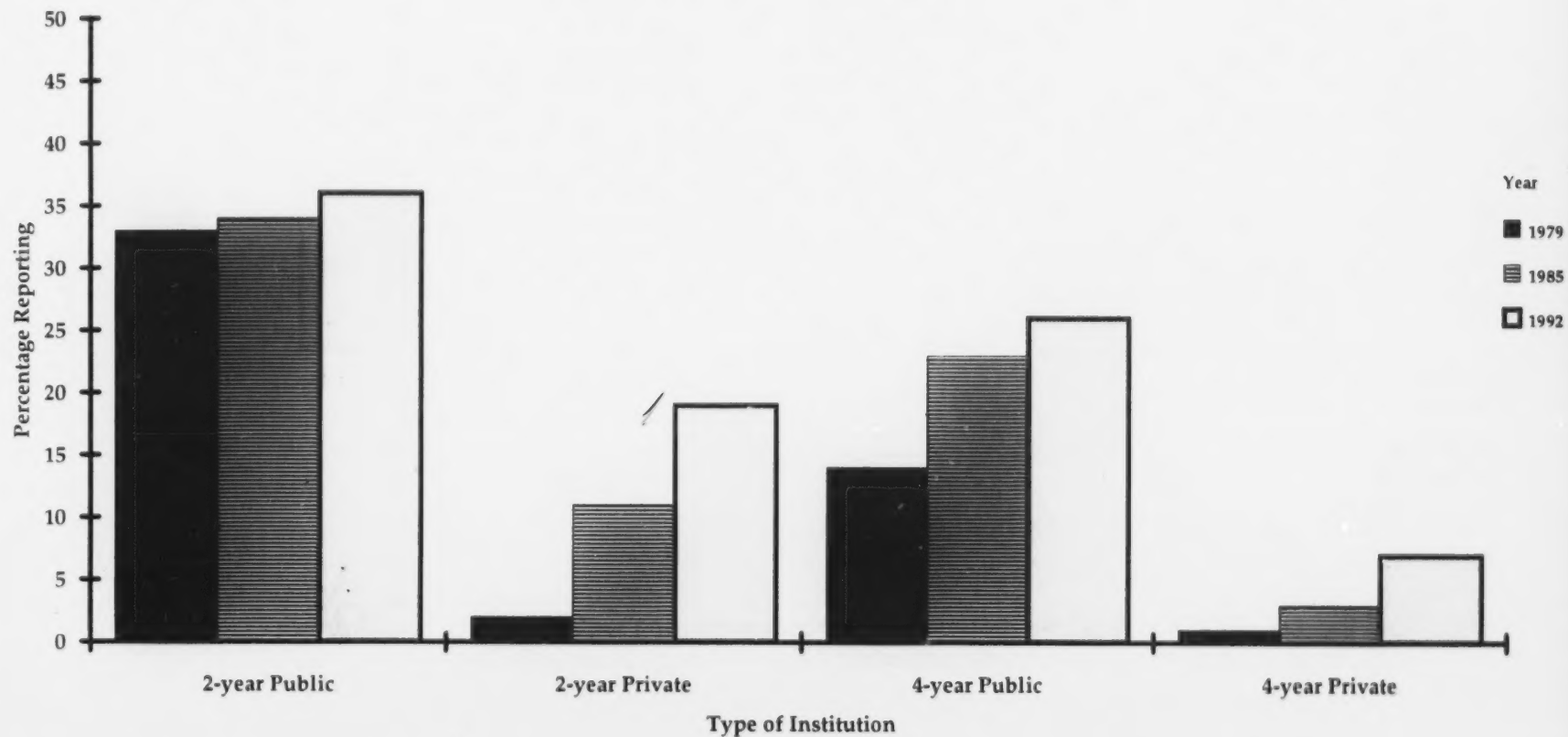
To analyze the size of the professional admissions staff in relation to institutional size, each of the four sectors was divided into categories based on first-time freshman enrollment. These categories were defined so that each sector was divided into thirds based on first-time enrollment numbers. To avoid extremes, because

Figure 3.1 Primary Responsibility for Broad Admissions Guidelines, 1992



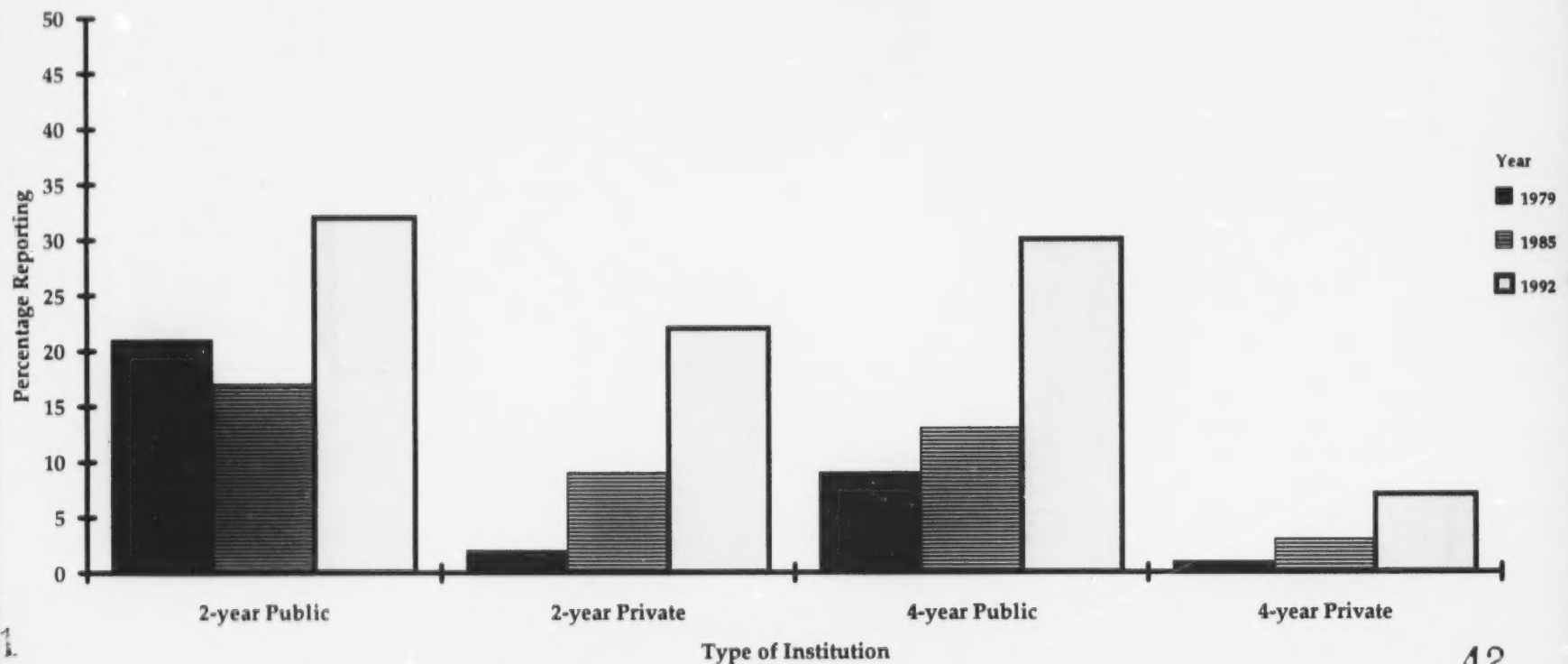
Note: The data for this figure appear in Table 3.1. Because Admissions Office staff were omitted from the four-year questionnaire, they were not listed on this figure.

Figure 3.2 Attribution of Primary Responsibility for Broad Admissions Guidelines to State Legislatures, 1979, 1985, and 1992



Note: The data for this figure appear in Table 3.1.

Figure 3.3 Attribution of Primary Responsibility for Broad Admissions Guidelines to State Coordinating Boards, Higher Education Boards, or Commissions, 1979, 1985, and 1992



Note: The data for this figure appear in Table 3.1.

some institutions may have erroneously provided total enrollments rather than first-time freshman enrollments, trimmed ranges (based only on those responses that fell between the tenth and ninetieth percentiles of each distribution) were computed and reported. The median number of professional staff for each third of each sector in 1992 is shown in Table 3.5, along with the trimmed range for the number of professional staff for the given third of a given sector. Except for the two-year public sector, the larger the size of the first-time freshman class, the larger the median number of professional staff and the higher the upper end of the range.

For two-year public institutions, the overall median number of professional staff was 2 and the trimmed range was 1 to 5. For two-year private institutions, the overall median number of professional staff was 4 and the trimmed range was 1 to 9. For both four-year public and private institutions, the median number of professional staff was 6 and the trimmed ranges were 3 to 14 and 2 to 11, respectively.

General Admissions Policies and Requirements

According to data from the *Annual Survey of Colleges*, 1992-93, conducted by The College Board (see Table 3.6), nearly all institutions, with the exception of about one-third of the two-year public colleges, continued to require the high school diploma as a basic credential for admission to undergraduate programs, although nearly all accepted the General Educational Development (GED) results. Large majorities of four-year institutions also required students to have completed college preparatory programs.

The majority of postsecondary institutions considered either ACT or SAT scores in making admissions decisions. Fewer than 250 of the 2,823 institutions responding to the 1992-93 *Annual Survey of Colleges* required one or the other test exclusively. Although many institutions have a preference for either ACT or SAT scores, most admissions offices accepted scores from either test. Slightly more than one-third of the respondents (37 percent) either did not respond to the question or did not use ACT and/or SAT data. ACT or SAT scores were used for admissions purposes more frequently by four-year than by two-year institutions. Other tests were used at two-year colleges for making both admissions and course placement decisions (Table 3.7).

Criteria for Degree Candidacy at Two-Year Institutions

Respondents from two-year institutions were asked to indicate whether they used any of several criteria to determine eligibility for degree candidacy. As shown in Table 3.7, two-year private institutions were much more likely than two-year public to consider high school GPAs and rank in class for determining eligibility for degree candidacy. Use of basic skills tests has increased since 1985 among both public and private two-year institutions. Use of locally developed or administered tests has remained fairly stable since 1985. Also, one out of three responding two-year institutions reported having a category for provisional admission to degree candidacy.

New Approaches to Admissions

To increase enrollment or meet various enrollment planning objectives, institutions have begun to use some of the new approaches listed in Table 3.8 (also see Figure 3.11). Respondents were asked to indicate which of these approaches were used at their institutions in 1992. By far the most popular was the practice of concurrent enrollment of high school students. Of the responding institutions, most of the two- and four-year public institutions (90 percent and 78 percent respectively), over half of the four-year private (51 percent), and more than one-third of the two-year private (36 percent) reported using this approach to encourage high school students to enroll at their institutions.

The second most prevalent new approach, used by 43 percent of institutions, was an early outreach program aimed at students in middle/junior high school or younger. Half or more of all public institutions and one-fourth or more of all private institutions reported using early outreach programs.

TABLE 3.2

Primary Responsibility for Setting Specific Admissions Policies, 1979, 1985, and 1992

Staff Category	Year	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Percentage of Institutions						
Admissions Committee	1979	17	52	29	46	34
	1985	19	38	31	44	32
	1992	16	30	29	43	30
Chief Admissions Officer ^a	1979	— ^a	— ^a	— ^a	— ^a	— ^a
	1985	— ^a	— ^a	— ^a	— ^a	— ^a
	1992	41	57	52	63	53
Admissions Office Staff ^b	1979	40	48	48	52	48
	1985	29	44	42	46	39
	1992	16	22	— ^b	— ^b	17
Chief Executive Officer	1979	33	30	25	25	27
	1985	23	43	28	29	28
	1992	16	43	24	19	21
Chief Enrollment Management Officer ^a	1979	— ^a	— ^a	— ^a	— ^a	— ^a
	1985	— ^a	— ^a	— ^a	— ^a	— ^a
	1992	13	17	19	25	19
Chief Academic Officer ^a	1979	— ^a	— ^a	— ^a	— ^a	— ^a
	1985	— ^a	— ^a	— ^a	— ^a	— ^a
	1992	15	22	17	20	18
Chief Student Affairs Officer ^a	1979	— ^a	— ^a	— ^a	— ^a	— ^a
	1985	— ^a	— ^a	— ^a	— ^a	— ^a
	1992	19	6	12	9	13
Enrollment Management Committee ^a	1979	— ^a	— ^a	— ^a	— ^a	— ^a
	1985	— ^a	— ^a	— ^a	— ^a	— ^a
	1992	6	8	12	10	8
Executive Council of Deans or Similar Administrative Group	1979	31	26	17	14	20
	1985	29	28	24	26	27
	1992	19	15	15	14	16
Faculty Senate	1979	3	1	13	9	8
	1985	7	7	17	9	10
	1992	6	8	19	7	9
Board of Trustees or other Governing Board	1979	23	4	19	6	14
	1985	26	13	23	11	18
	1992	28	16	19	11	19
State Legislature	1979	10	1	5	4	6
	1985	14	4	10	0	7
	1992	15	8	10	2	8
State Coordinating Board, Higher Education Board, or Commission	1979	7	1	6	0	3
	1985	10	2	10	1	6
	1992	20	7	15	3	11
Other ^c	1979	— ^c	— ^c	— ^c	— ^c	— ^c
	1985	6	2	8	3	5
	1992	4	7	3	3	3

TABLE 3.2 (continued)

Staff Category	Year	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Number of Institutions Responding to Questionnaire						
NA	1979	401	81	333	648	1,463
	1985	745	218	413	827	2,203
	1992	705	169	366	784	2,024

Notes: 1992 summary data for this table were obtained from responses to questions 41 and 44 of the two- and four-year questionnaires, respectively. The two-year questionnaire asked about broad guidelines that "apply to admission for students"; the four-year questionnaire asked about broad guidelines that "apply to entering freshmen." Percentages are based on the total number of institutions responding to the questionnaire (see Technical Note 5, Appendix D). For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.

*Not included in the 1979 or 1985 questionnaire.

*Not included in the 1992 questionnaire for four-year institutions.

*Not available for 1979; in 1992, the percentage for "other" is based only on the first of two "other" questions, i.e., the one that read "other, specify."

Special procedures for admitting students with disabilities were more likely to be used by two- and four-year public institutions (34 percent and 28 percent, respectively) than by two-year (11 percent) or four-year (12 percent) private institutions.

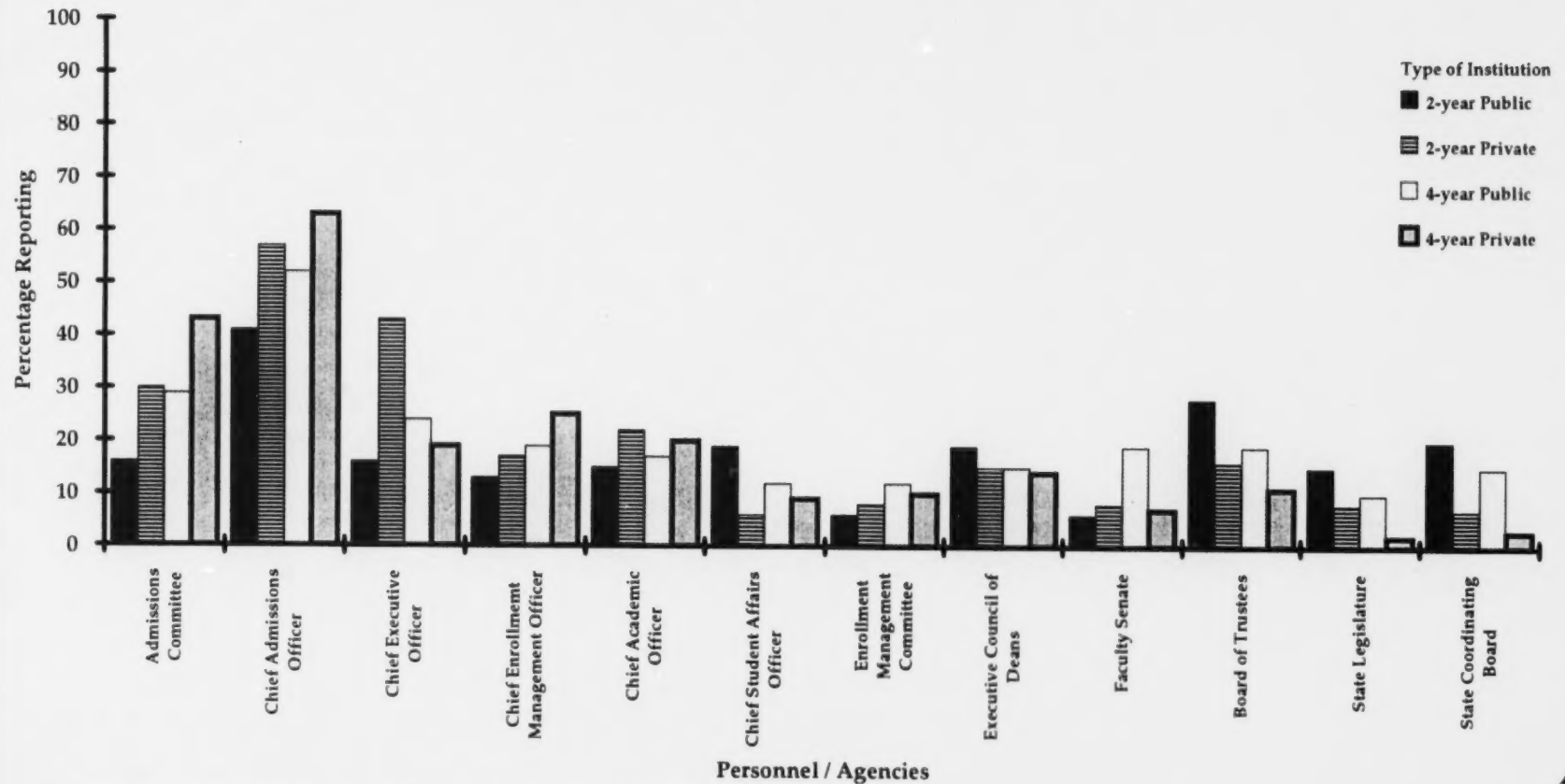
Use of electronic technology in the admissions process has also become popular. Thirty percent or more of the institutions in each sector used Fax or other forms of electronic transmission of transcripts. The computer has also changed the way students apply for admission to some institutions. Market analysis software was in use at more than one in ten institutions, although it was much more common at the four-year level. With the exception of two-year private colleges, at least 11 percent of the responding institutions accepted applications on-line or by diskette. Prepay tuition plans were offered by 11 percent of all responding institutions, although two-year public institutions trailed the other three sectors in the use of this approach. Guaranteed tuition plans were less popular overall, but were at least twice as prevalent among two-year (20 percent) and four-year (10 percent) private institutions as among public (5 percent) institutions. Eight percent of all responding institutions reported having an incentive scholarship program targeting students in middle/junior high school or younger.

Touch-tone telephones were used by 6 to 7 percent of the public institutions but by no more than 1 percent of the private. The least popular of the approaches, application by interactive voice response, was used by about 1 percent of all institutions.

Information Provided to Prospective Students

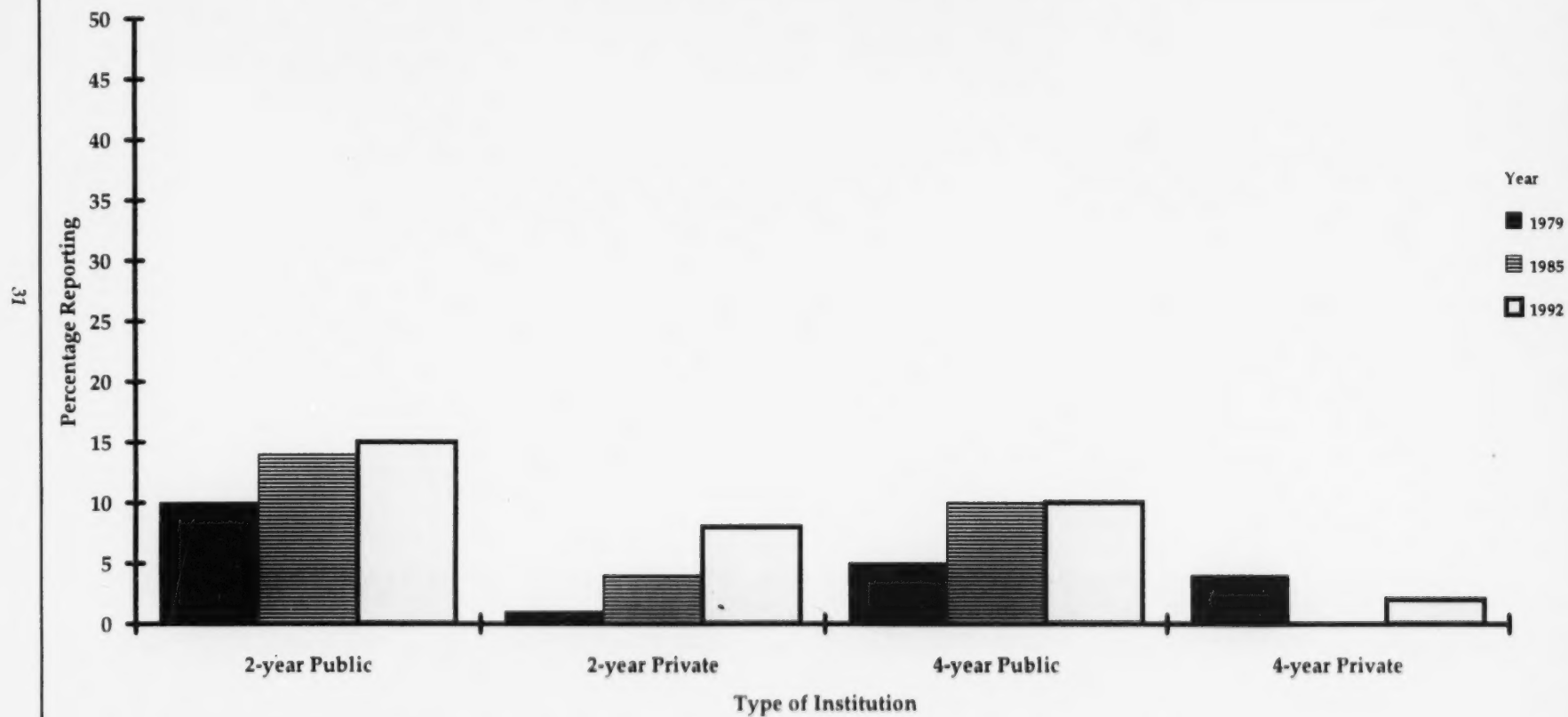
Respondents to the 1992 survey were asked whether their institutions provided prospective students with any of more than a dozen types of information (see Table 3.9). Except for two-year public institutions, 94 percent of the institutions in the other three sectors reported informing students about the basis for admissions decisions. Eighty-three percent of the two-year public institutions provided this information (see Table 3.9). In addition, 72 percent of all institutions told prospective students about exceptions to their standard admissions policy.

Figure 3.4 Primary Responsibility for Setting Specific Admissions Policies, 1992



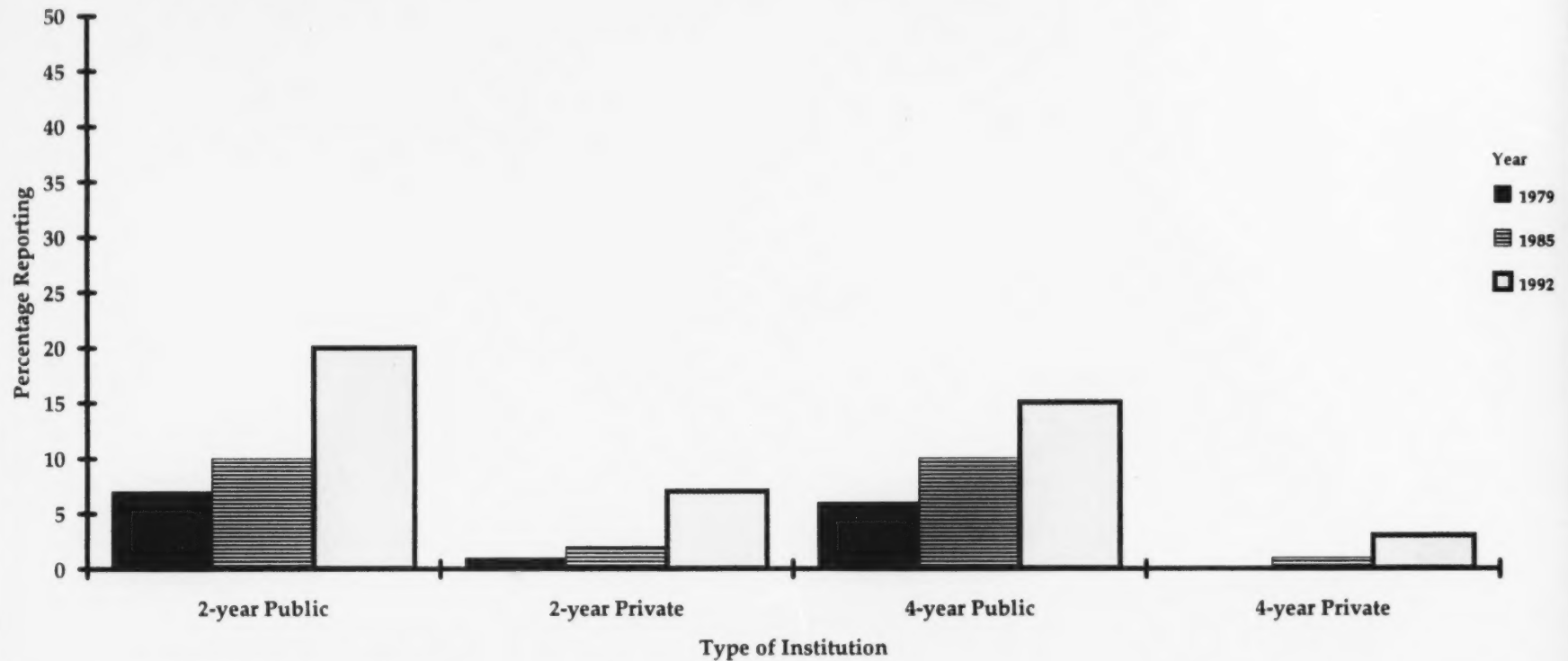
Note: The data for this figure appear in Table 3.2. Because Admissions Office staff were omitted from the four-year questionnaire, they were not listed on this figure.

Figure 3.5 Attribution of Primary Responsibility for Setting Specific Admissions Policies to State Legislatures, 1979, 1985, and 1992



Note: The data for this figure appear in Table 3.2.

Figure 3.6 Attribution of Primary Responsibility for Setting Specific Admissions Policies to State Coordinating Boards, Higher Education Boards, or Commissions, 1979, 1985, and 1992



Note: The data for this figure appear in Table 3.2.

TABLE 3.3

Position of Admissions Office in Institutional Administrative Structure, 1992

	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
	Percentage				
Admissions activities are informally coordinated with other areas	37	35	42	41	39
Admissions is part of a formal enrollment management unit	18	27	31	33	27
Admissions staff meet on a regular basis as part of campus committee on recruitment	3	10	4	4	4
Admissions is linked to financial aid, registrar, retention office, and institutional research through a common administrator	38	24	18	19	26
Nonrespondents to this item	4	4	5	4	4
	Number of Institutions Responding to Questionnaire				
	705	169	366	784	2,024

Notes: Summary data for this table were obtained from responses to questions 42 and 45 of the two-year and four-year questionnaires respectively. Percentages are based on the total number of institutions responding to the questionnaire. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

TABLE 3.4

Admissions Staff Members at Two- and Four-year Public and Private Institutions, 1985 and 1992

Category	Descriptor	Year	Two-year		Four-year		All Institutions
			Public	Private	Public	Private	
Professional staff							
	Valid Responses to Item	1985	723	214	407	813	2,157
		1992	679	164	362	771	1,976
	Median N	1985	2.0	3.0	5.0	5.0	— ^a
	Professional Staff	1992	2.0	4.0	6.0	6.0	4.0
	Trimmed Range ^b	1985	1-6	1-12	1-12	1-10	— ^a
		1992	1-5	1-9	2-14	2-11	1-10
	Average Number of Professional Staff	1985	2	5	6	6	5
		1992	3	5	7	8	6
	Mean Percent	1985	17	11	22	10	— ^a
	Minority	1992	48	34	31	23	32
	Mean Percent	1985	— ^c	— ^c	— ^c	— ^c	— ^c
	Women ^c	1992	72	69	59	58	63
Clerical/Support Staff							
	Valid Responses to Item	1985	723	212	405	805	2,145
		1992	669	152	360	750	1,932
	Median N	1985	2.0	1.3	5.5	3.0	— ^a
	Clerical Staff	1992	3.0	1.5	6.0	3.0	3.0
	Trimmed Range ^b	1985	1-12	1-6	1-22	1-10	— ^a
		1992	1-10	1-5	2-20	1-8	1-12
	Average Number of Clerical Staff	1985	4	2	9	4	5
		1992	5	2	10	5	5
	Mean Percent	1985	19	18	19	11	— ^a
	Minority	1992	45	61	35	33	39
	Mean Percent	1985	— ^c	— ^c	— ^c	— ^c	— ^c
	Women ^c	1992	97	98	96	96	97

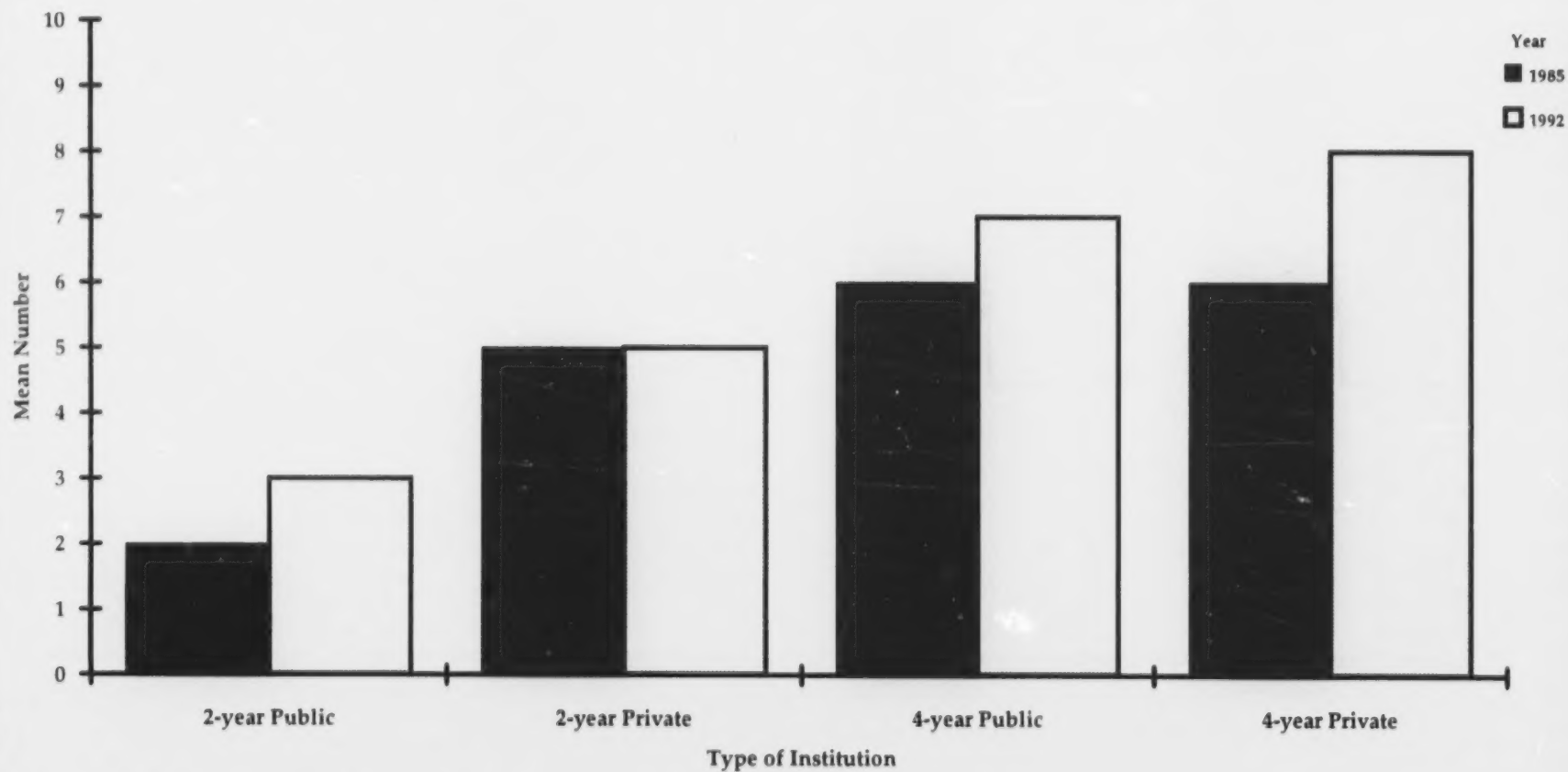
Notes: 1992 summary data for this table were obtained from responses to questions 43 and 44 and 46 and 47 of the two- and four-year questionnaires, respectively. Numbers and descriptors are based on the institutions responding to the questions.

^aNot available.

^bTrimmed range is from the 10th to the 90th percentiles of the distributions of the number of staff.

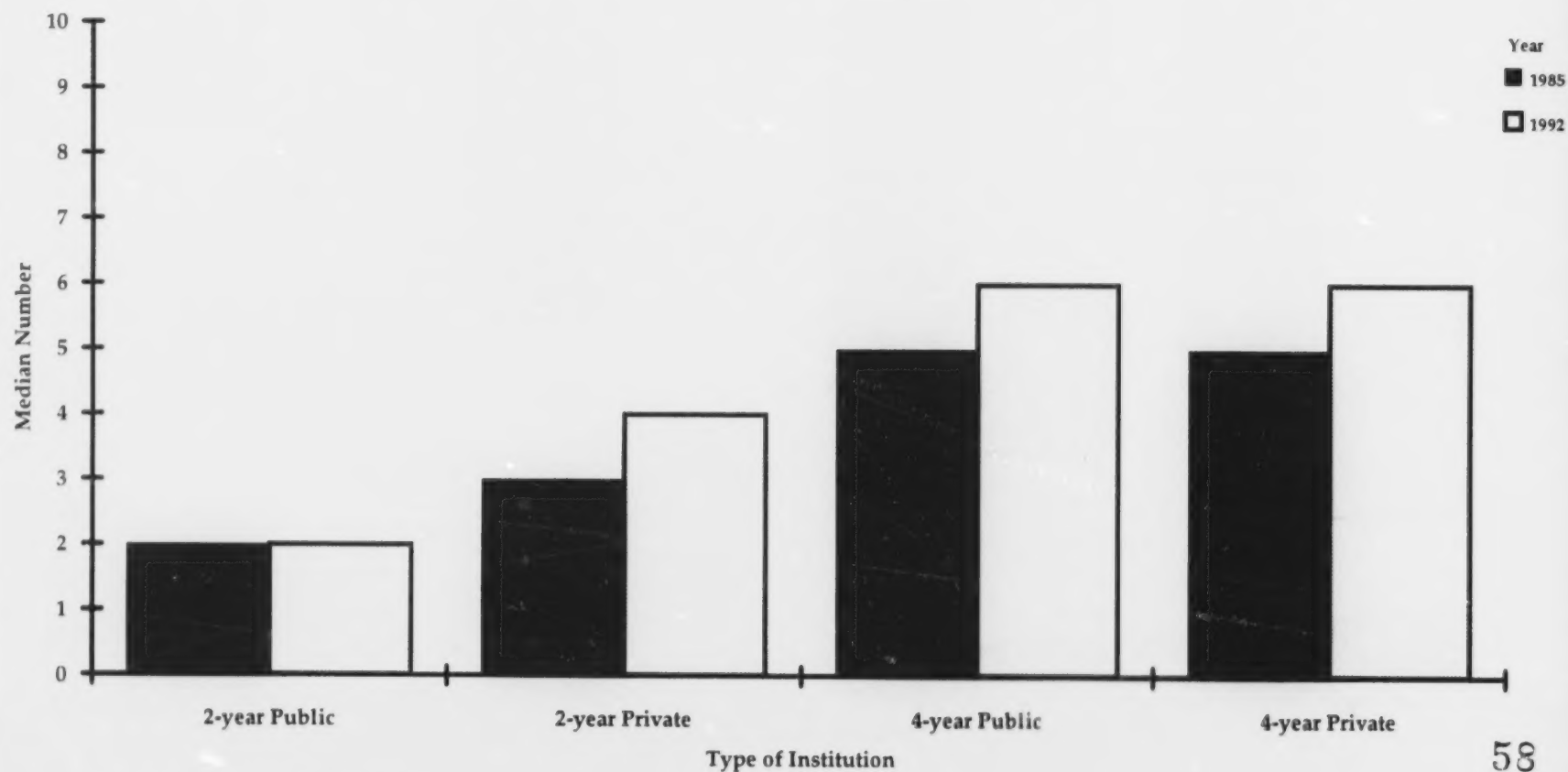
^cNot included in the 1985 questionnaire.

Figure 3.7 Mean Number of Professional Admissions Staff, 1985 and 1992



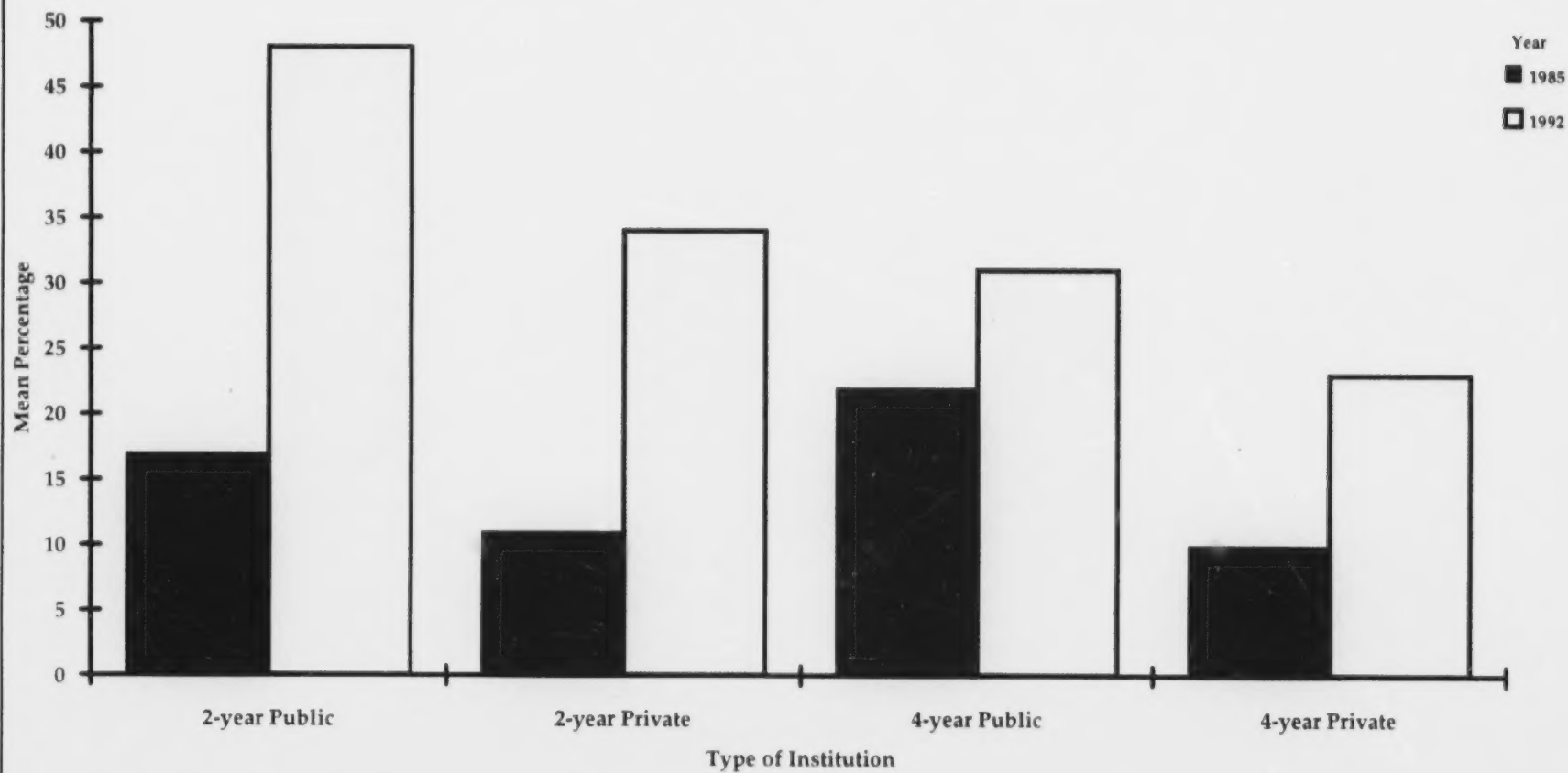
Note: The data for this figure appear in Table 3.4.

Figure 3.8 Median Number of Professional Admissions Staff, 1985 and 1992



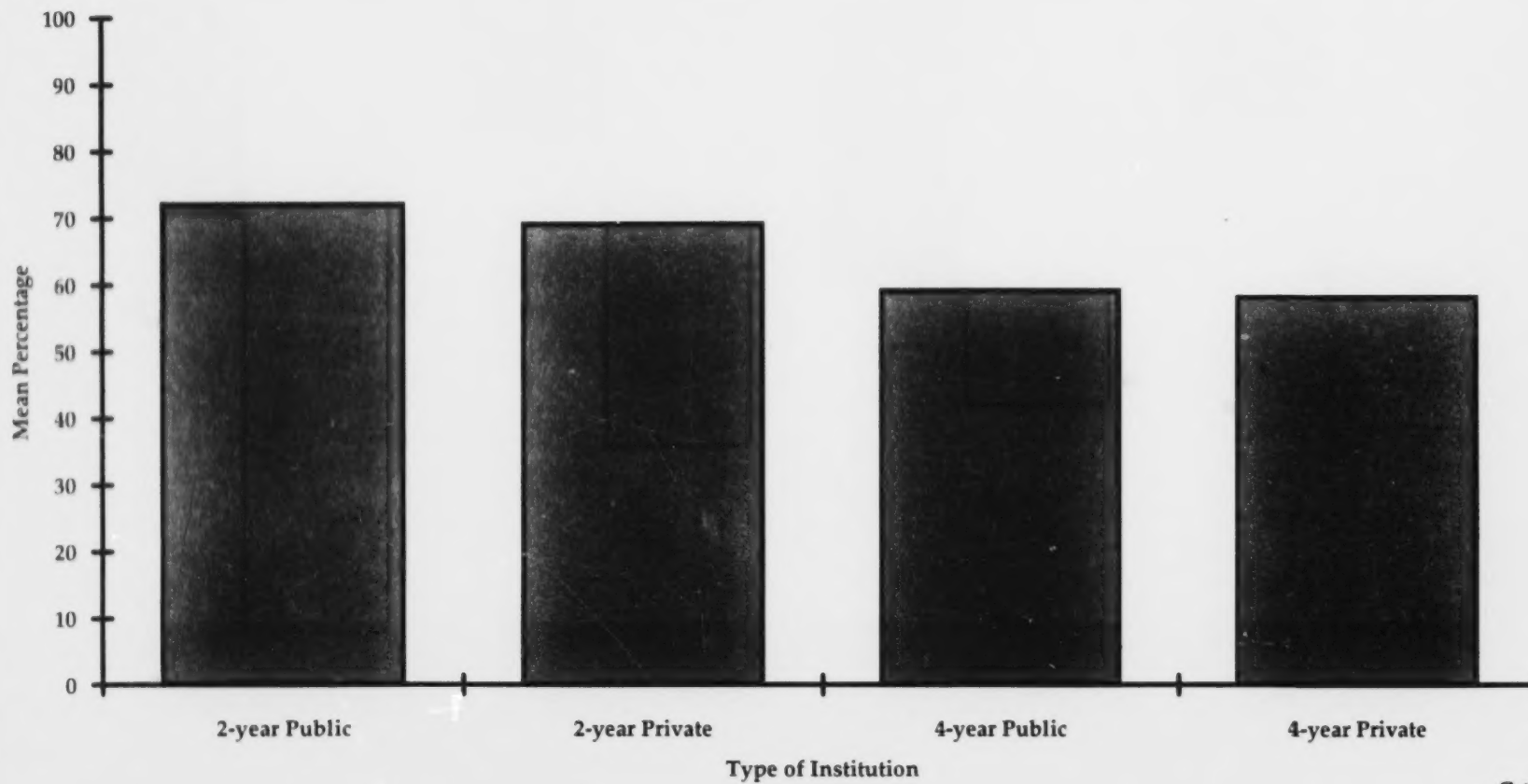
Note: The data for this figure appear in Table 3.4.

Figure 3.9 Mean Percentages of Minorities on Professional Admissions Staff, 1985 and 1992



Note: The data for this figure appear in Table 3.4.

Figure 3.10 Mean Percentages of Women on Professional Admissions Staff 1992



Note: The data for this figure appear in Table 3.4.

TABLE 3.5

Professional Admissions Staff by
Institutional Size, 1992

Institutional Type	N	Size ^a of First-time Freshman Class: Fall 1992	Enrollment Range	Median Number of Professional Staff	Trimmed Range ^b for Number of Professional Staff
Two-year Public	202	Small	Below 703	2	1-5
	212	Medium	703 to 2129	2	1-5
	207	Large	Above 2129	2	1-7
	621	All Sizes	--	2	1-5
Two-year Private	51	Small	Below 128	2	1-5
	54	Medium	128 to 300	4	1-7
	52	Large	Above 300	5	1-16
	157	All Sizes	--	4	1-9
Four-year Public	118	Small	Below 804	4	2-7
	117	Medium	804 to 1613	6	3-10
	120	Large	Above 1613	10	4-18
	355	All Sizes	--	6	3-14
Four-year Private	251	Small	Below 162	4	1-7
	253	Medium	162 to 354	6	4-9
	252	Large	Above 354	9	5-15
	756	All Sizes	--	6	2-11

Notes: Summary data for this table were obtained from responses to questions 15 and 43 and 22 and 46 of the two- and four-year questionnaires, respectively. Numbers are based on institutions reporting both first-time enrollment in degree-granting programs and professional staff.

^aTo form the categories of "small," "medium," "large," and "total" for each type of institution, each type of four-year institution was ranked by the size of the first-time freshman class, and each type of two-year institution was ranked by the size of the first-time student enrollment in degree-granting programs. The smallest one-third of each institutional type was classified as "small," the middle one-third as "medium," and the largest one-third as "large."

^bTrimmed range is from the 10th to the 90th percentile of the distributions of the number of staff.

Summary or profile information on the prior year's admitted students, however, was not routinely provided to prospective students. Only 55 percent of the four-year institutions provided a profile of high school rank for their prior year's freshmen. Less than 40 percent of all institutions provided profiles of the first-year achievements of admitted or degree-seeking students. Four-year public institutions were more than twice as likely as four-year private to provide prospective students with tables or equations to estimate their chances of being admitted.

Although 90 percent of all the institutions surveyed provided information on the types of financial aid available to typical students, only 63 percent provided equations or schedules that would enable prospective students to estimate the likelihood of receiving such aid. Private institutions were slightly more likely than public to provide this information.

TABLE 3.6
Basic Credentials Required by Undergraduate Institutions, 1985 and 1992

Credential	Year	Number and Percentage of Institutions Responding									
		Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
		N	%	N	%	N	%	N	%	N	%
I. Evidence of High School Graduation or Equivalent											
A. High School Diploma	1985	548	62	237	82	472	94	1,058	94	2,315	83
	1992	558	68	283	91	524	99	1,125	97	2,490	88
B. High School Diploma plus Preparatory Program*	1985	17	3	33	12	284	60	648	61	982	42
	1992	49	9	32	11	395	75	693	62	1,169	47
C. GED Accepted in Lieu of High School Diploma*	1985	539	98	237	100	464	98	980	93	2,220	96
	1992	557	100	281	99	500	95	1,066	95	2,404	96
II. Admissions Test Scores											
SAT	1985	22	2	5	2	80	16	72	6	179	6
	1992	6	1	5	2	24	4	35	3	70	2
ACT	1985	77	9	16	5	60	12	68	6	221	8
	1992	57	7	7	2	55	10	56	5	175	6
Either SAT or ACT	1985	65	7	28	9	169	34	443	40	705	25
	1992	57	7	22	7	195	37	470	41	744	26
Either, SAT Preferred	1985	9	1	26	9	69	14	245	22	349	13
	1992	13	2	19	6	94	18	248	21	374	13
Either, ACT Preferred	1985	85	10	19	7	89	17	157	14	350	13
	1992	81	10	18	6	125	24	186	16	410	15
Neither, or No Response	1985	631	71	196	68	36	7	136	12	999	35
	1992	611	74	240	77	37	7	162	14	1,050	37
Responding Institutions	1985	889		289		503		1,121		2,802	
	1992	825		311		530		1,157		2,823	

Notes: Data for 1985 are from *Summary Statistics: Annual Survey of Colleges, 1986-87*, the College Board, 1986, New York: College Entrance Examination Board. Data for 1992 are from *Summary Statistics: Annual Survey of Colleges, 1992-93*, the College Board, 1992, New York: College Entrance Examination Board. Percentages, except where noted, are based on the total number of institutions responding to these surveys.

^aThe base N for the calculation of these percentages is the number of respondents requiring a high school diploma.

TABLE 3.7
Criteria for Determining Eligibility
for Degree Candidacy at Two-year Institutions, 1985 and 1992

Criteria	Two-year Public		Two-year Private		All Two-year Institutions	
	1985	1992	1985	1992	1985	1992
	Percentage Using Given Criterion					
High School GPA	12	11	41	43	18	17
High School Rank in Class	9	7	33	26	14	10
Admissions Tests (ACT or SAT)	17	19	31	37	20	22
Basic Skills Tests	24	32	33	39	26	33
Locally Developed or Administered Tests	20	23	32	31	22	24
Other Criteria	7	8	12	21	8	11
Provisional Admission to Degree Candidacy ^a	34	32	45	39	36	34
	Number of Institutions Responding to Questionnaire					
	745	705	218	169	963	874

Notes: 1992 summary data for this table were obtained from responses to questions 8 and 10 of the two-year institution questionnaire. Percentages are based on the total number of institutions responding to the questionnaire. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

^aListed separately on the 1992 survey of two-year colleges as follows: "Do you have a category of provisional admission to degree candidacy status?"

Most institutions provided information on a variety of outcome measures to prospective students. Large majorities of four-year institutions provided graduation rates (86 percent) and percentages of graduates who enrolled in graduate or professional schools (78 percent). The majority of institutions surveyed provided prospective students with completion or retention rates (80 percent), campus crime statistics (89 percent), and information on accessibility for disabled students (94 percent). Institutions were less likely to provide information on employment experiences or average salaries of recent graduates (67 percent). Seventy percent of all two-year institutions provided the percentage of graduates who transferred to four-year institutions. Seventy-two percent of the four-year public and 81 percent of the four-year private institutions provided the percentage of graduates who enrolled in graduate or professional schools.

Institutional Research on the Admissions Process

Of the four types of research on admissions summarized in Table 3.10 and illustrated in Figures 3.12, 3.13, and 3.14, the most common type conducted or commissioned by responding institutions was developing profiles of incoming freshmen (59 percent overall in 1992).

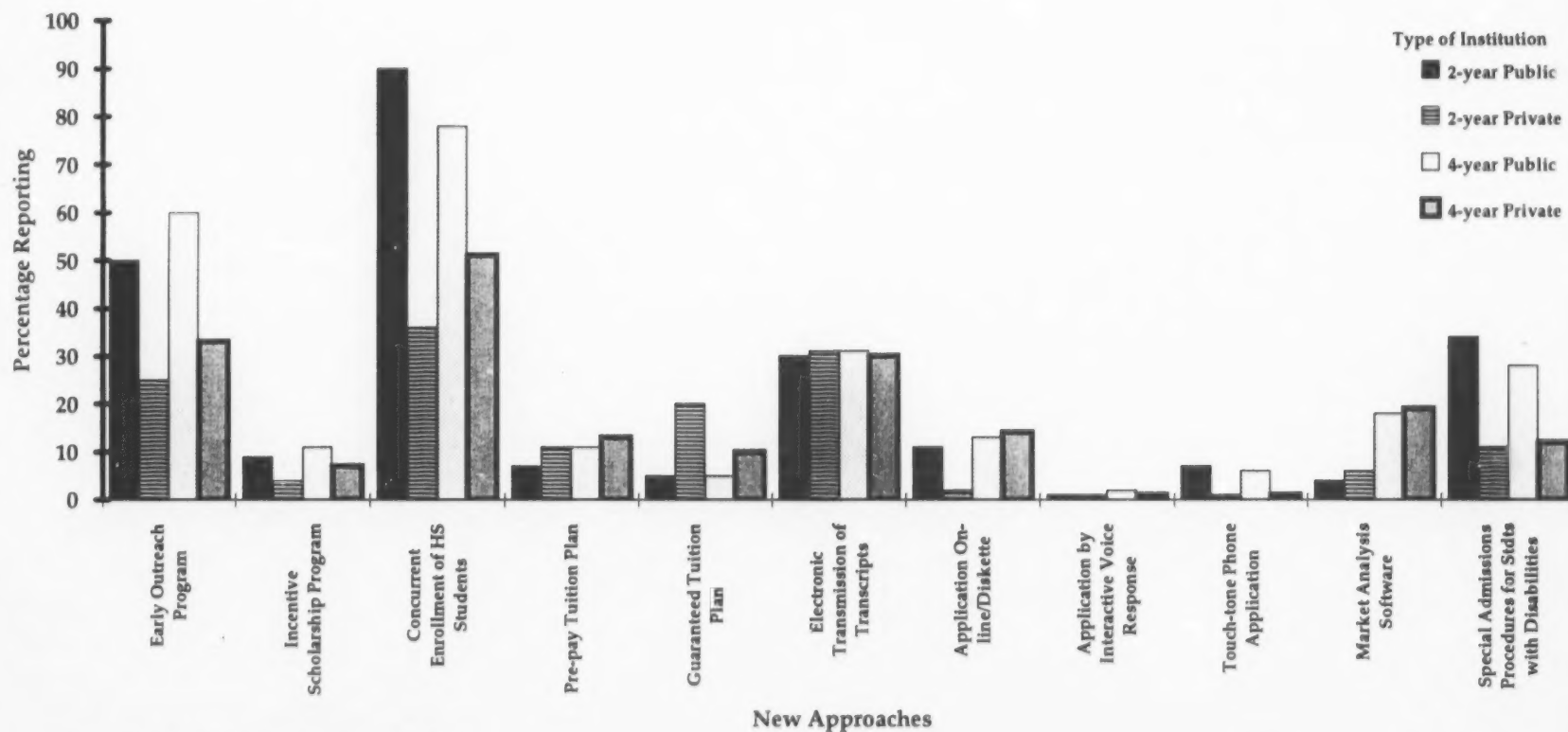
TABLE 3.8

Institutions Using New Approaches in Admissions, 1992

	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Percentage Using New Approaches					
An early outreach program aimed at middle/junior high school students or younger	50	25	60	33	43
An incentive scholarship program aimed at middle/junior high school students or younger	9	4	11	7	8
Concurrent enrollment of high school students	90	36	78	51	68
A prepay tuition plan	7	11	11	13	11
A guaranteed tuition plan	5	20	5	10	8
Electronic transmission of transcripts (including Fax)	30	31	31	30	30
Application on-line or by diskette	11	2	13	14	12
Application by interactive voice response	1	<1	2	<1	1
Touch-tone telephone applications	7	1	6	<1	4
Market analysis software	4	6	18	19	13
Special admissions procedure for students with disabilities	34	11	28	12	22
Number of Institutions Responding to Questionnaire					
	705	169	366	784	2,024

Notes: 1992 summary data for this table were obtained from responses to questions 45 and 48 of the two- and four-year questionnaires, respectively. Percentages are based on the total number of institutions responding to the questionnaire. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

Figure 3.11 Institutions Using New Approaches in Admissions, 1992



Note: The data for this figure appear in Table 3.8.

TABLE 3.9
Information Provided to Prospective Students, 1992

	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
	Percentage Providing Information				
I. General Information					
A. Basis for Admissions Decisions	83	94	94	94	90
B. Exception to Standard Admissions Policy	71	69	79	69	72
II. Admissibility and Achievements					
A. Profiles of High School Rank in Class of Prior Year's <u>Admitted</u> (Four-year) or <u>Degree-seeking</u> (Two-year) Students ^b	14	20	55	55	38
B. Profiles of First-year Achievements of <u>Admitted</u> (Four-year) or <u>Degree-seeking</u> (Two-year) Students ^b	22	30	39	37	31
C. Tables or Equations to Estimate Admissibility	— ^c	— ^c	37	16	23
D. Tables or Equations to Estimate Probable First-year Achievement ^a	— ^c	— ^c	17	12	13
III. Financial Aid					
A. Examples of Types of Financial Aid Available to "Typical" Students	92	93	84	92	90
B. Equations or Schedules to Estimate the Probability of Amount of Financial Aid that Might be Awarded	62	70	51	67	63
IV. Outcome Measures					
A. Graduation Rates ^c	— ^c	— ^c	85	87	86
B. Completion or Retention Rates	68	89	83	87	80
C. Employment Experience or Average Salary for Graduates	68	75	69	64	67
D. Percentage of Graduates Who Enroll in Graduate or Professional Schools ^c	— ^c	— ^c	72	81	78
E. Percentage of Graduates Who Transfer to Four-year Institutions ^d	70	70	— ^d	— ^d	70
F. Campus Crime Statistics	83	83	94	93	89
G. Campus Security Information	89	89	96	94	92
H. Information on Accessibility for Students with Disabilities	95	91	96	94	94
I. Other	5	5	3	3	4

TABLE 3.9 (continued)

Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Number of Institutions Responding to Questionnaire				
705	169	366	784	2,024

Notes: 1992 summary data for this table were obtained from responses to questions 7 and 14 of the two- and four-year questionnaires, respectively. Percentages are based on the total number of institutions responding to the questionnaire. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

^aThe response categories "yes, but only on request" and "yes, routinely" were collapsed to produce the percentage providing information.

^bThe question on the four-year questionnaire asked about "admitted" students; on the two-year form the question asked for "degree-seeking" students.

^cNot included in the questionnaire for two-year institutions.

^dNot included in the questionnaire for four-year institutions.

Fifty-seven percent of all responding institutions conducted studies of retention or graduation rates for different subgroups of students, with four-year institutions leading two-year in such efforts. Among four-year institutions, more public (72 percent) than private (60 percent) reported conducting studies of retention or graduation rates.

Validity studies correlating high school grades and college entrance examination scores with college achievement—whether for the total freshman population or for various subgroups of students—were much more likely to be conducted by four-year public institutions (32 percent) than by institutions in the other three sectors. Since 1985, the development of validity studies has remained fairly stable overall.

Policies on Out-of-District or Out-of-State Students

All respondents were asked to indicate whether there was a limit on the percentage of students their institutions could or would enroll from out-of-district or out-of-state, and, if so, to specify the percentage. In 1992, the only sector in which more than 2 percent reported a limit was the four-year public, in which 14 percent of the institutions reported an average limit of 21 percent (see Table 3.11). In 1979, 24 percent of the four-year public institutions reported a limit. Although no information was gathered about why previous limits set by four-year public institutions had been eliminated, they may have been dropped in order to recruit a more diverse student body or to otherwise expand overall enrollment.

Two-year institutions were asked to indicate the percentage of their 1992 first-time degree-seeking students who were from out-of-district or out-of-state. As Table 3.12 shows, two-year private institutions reported that more than a quarter (26 percent) of their fall 1992 first-time degree-seeking students were from out-of-district or out-of-state. The comparable percentage for two-year public institutions was 13 percent.

Two-year institutions were also asked to indicate the extent to which out-of-district/out-of-state enrollments had changed in the past five years. Responses from public and private colleges were very similar; 21 percent of all respondents reported lower out-of-district/out-of-state enrollments in 1987 than in 1992.

TABLE 3.10

Types of Admissions Research Conducted or Commissioned by Institutions, 1985 and 1992

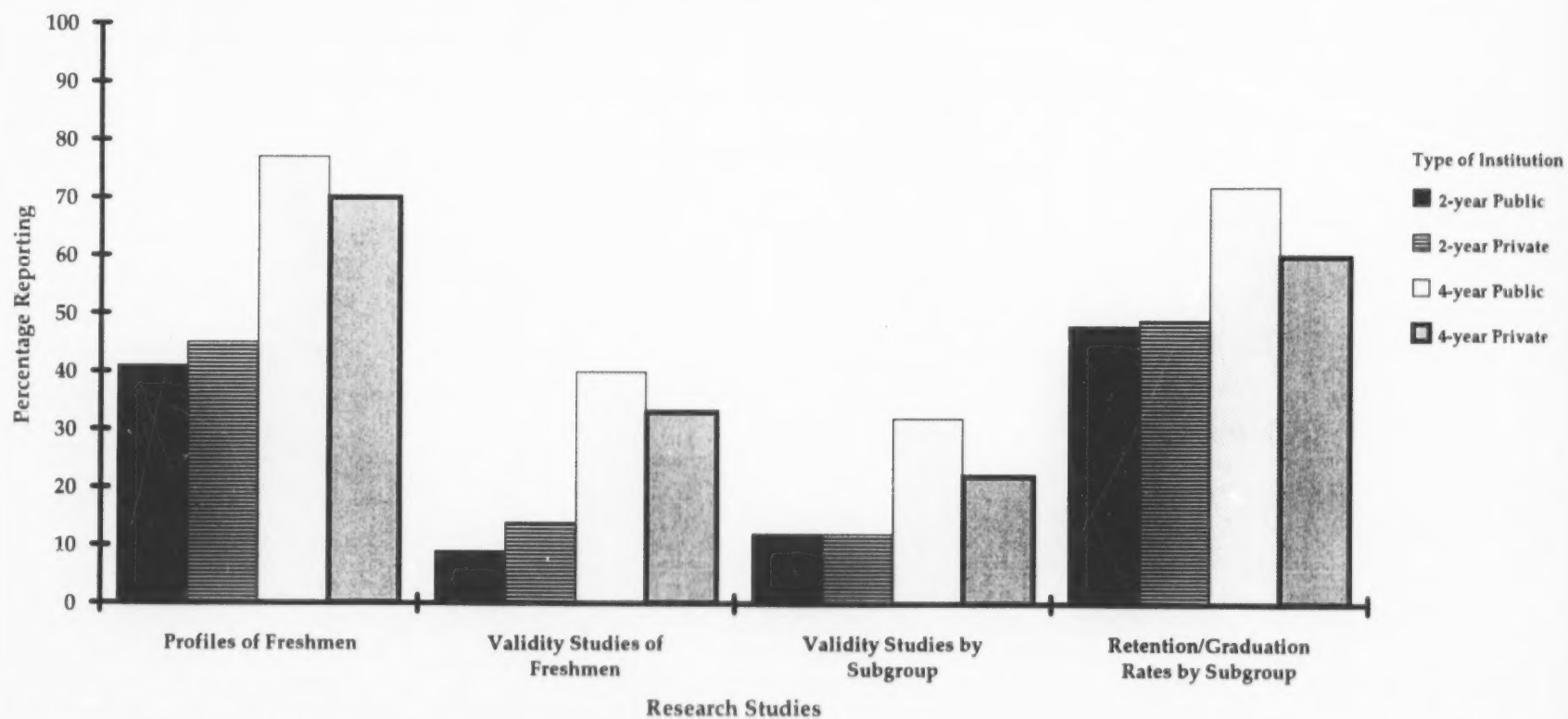
Type of Research	Year	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Percentage of Institutions Conducting Research						
Profiles of Incoming Freshman ^a	1985	35	36	71	72	56
	1992	41	45	77	70	59
Validity Studies ^b for Total Freshman Population	1985	11	10	47	36	27
	1992	9	14	40	33	24
Validity Studies ^b for Different Groups of Students	1985	9	7	36	22	19
	1992	12	12	32	22	19
Retention or Graduation Rate Studies for Different Groups of Students	1985	39	37	63	54	49
	1992	48	49	72	60	57
Number of Institutions Responding to Questionnaire						
	1985	745	218	413	827	2,203
	1992	705	169	366	784	2,024

Notes: 1992 summary data for this table were obtained from responses to questions 14 and 21 of the two- and four-year questionnaires, respectively. Percentages are based on the total number of institutions responding to the questionnaire. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

^aThe item on the two-year questionnaire read "Profiles of first-time incoming freshmen," and on the four-year questionnaire, "Prepare profiles of incoming freshmen."

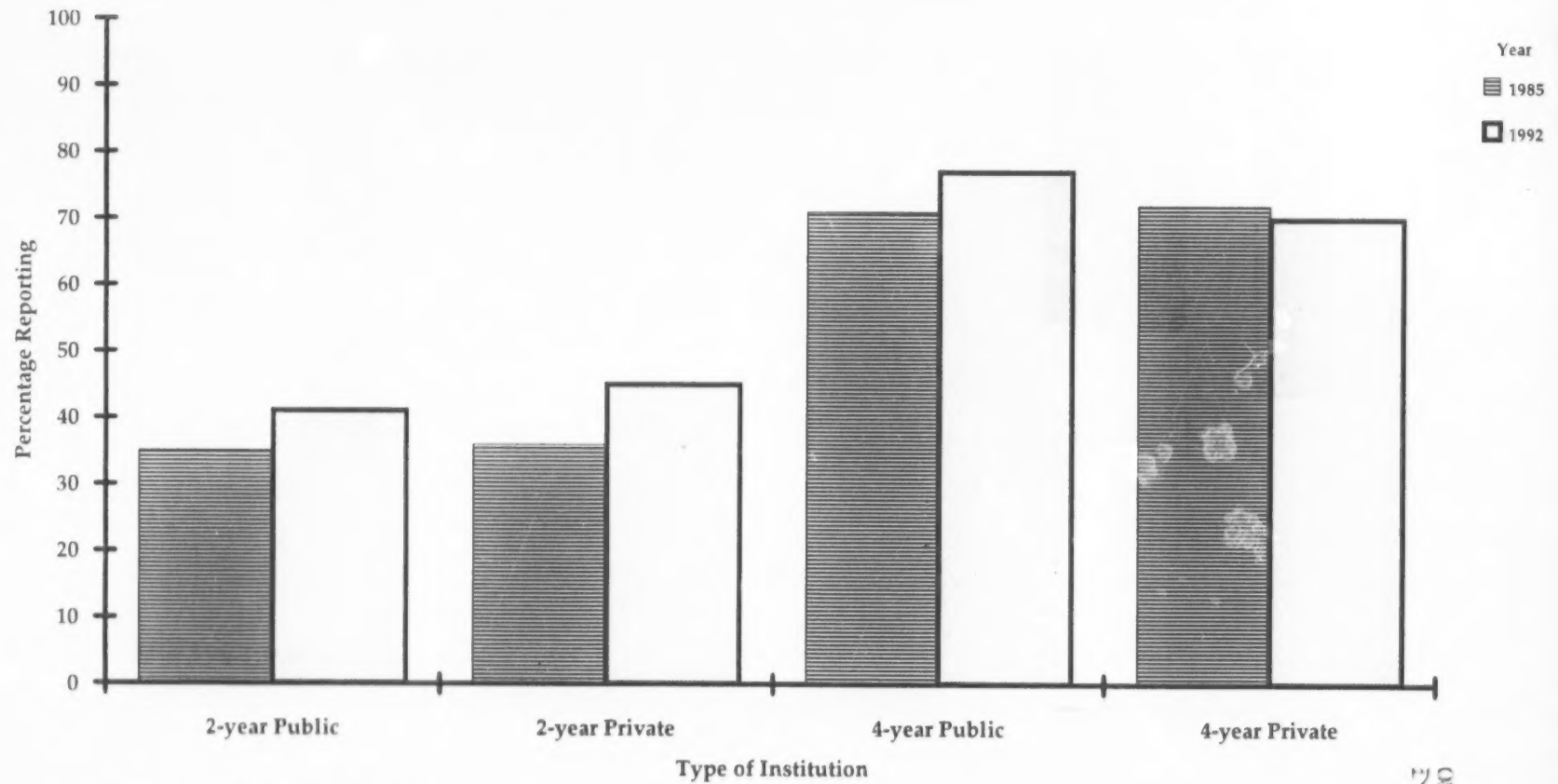
^bStudies that correlate test scores and high school grades with college achievement.

Figure 3.12 Types of Admissions Research Conducted or Commissioned by Institutions, 1992



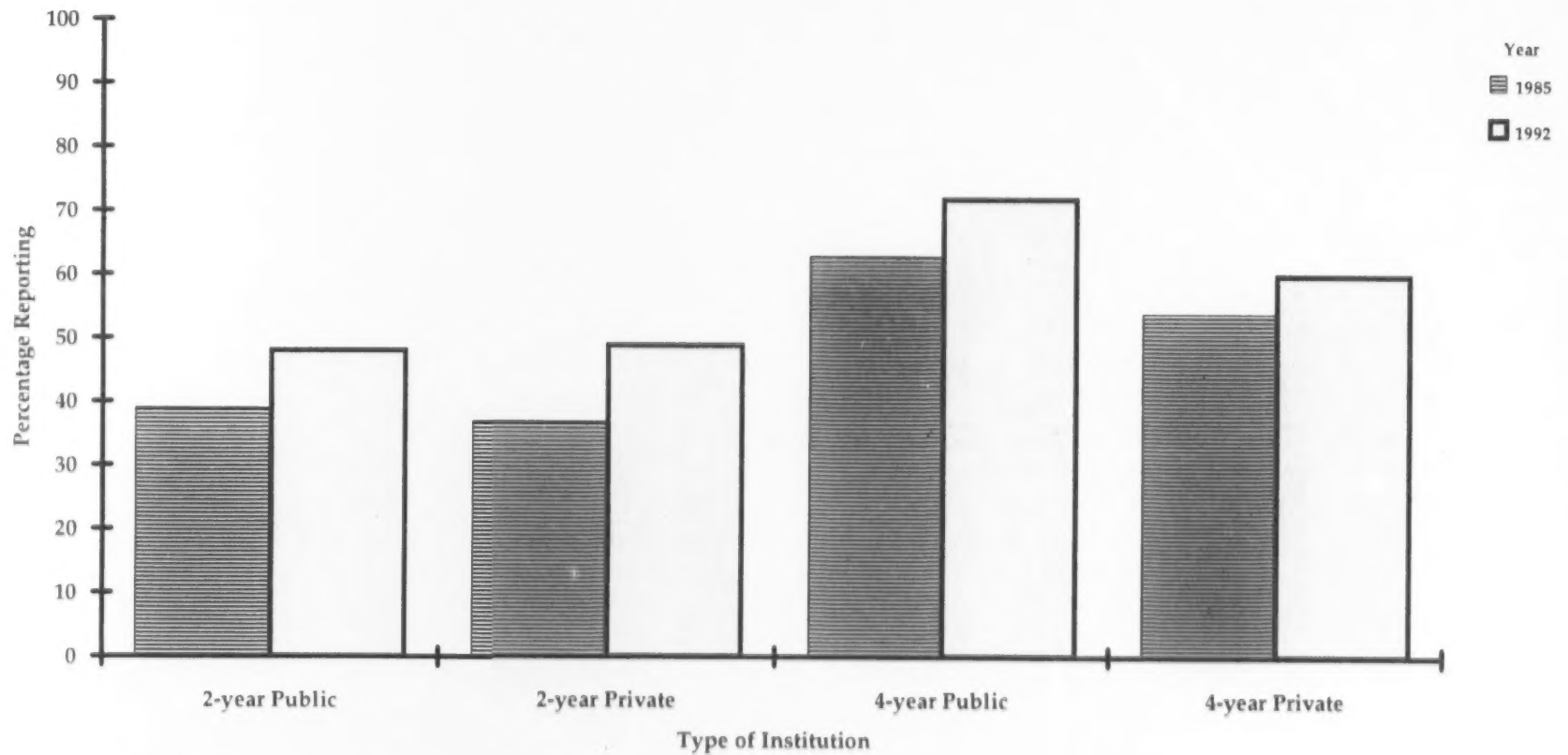
Note: The data for this figure appear in Table 3.10.

Figure 3.13 Profiles of Incoming Freshmen, 1985 and 1992



Notes: The data for this figure appear in Table 3.10.

Figure 3.14 Studies of Retention or Graduation Rates for Different Groups of Students,
1985 and 1992



Note: The data for this figure appear in Table 3.10.

TABLE 3.11

Policies on Out-of-State or Out-of-District Students
at Two- and Four-year Institutions, 1979, 1985, and 1992

	Year	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
		N ^a	% "yes"	N ^a	% "yes"	N ^a	% "yes"	N ^a	% "yes"	N ^a	% "yes"
Percent of institutions reporting "yes," there is a limit on out-of- district ^b and/or out-of-state students	1979	401	5	81	0	333	24	648	1	1,463	7
	1985	745	3	218	1	413	13	827	4	2,203	3
	1992	705	2	169	<1	366	14	784	<1	2,024	4
	Year	N ^c	Avg %	N ^c	Avg %	N ^c	Avg %	N ^c	Avg %	N ^c	Avg %
Average percent limit	1985	19	15	3	44	55	18	2	68	79	20 ^d
	1992	11	12	1	90	52	21	7	36	71	22

Note: 1992 summary data for this table were obtained from responses to questions 13 and 20 of the two-year and four-year questionnaires, respectively.

^aN and percentages are based on the total number of institutions responding to the questionnaire (see Technical Note 5, Appendix D). For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.

^bOut-of-district limits apply only to two-year institutions. Out-of-state limits apply to both two-year and four-year institutions.

^cN reflects the number of institutions reporting a limit. The average percent limit is based on the number of institutions reporting a limit.

^dThe average percent limit for two-year institutions was 20 and for four-year institutions, 21.

TABLE 3.12

First-time Degree-seeking Students at Two-year Institutions
from Out-of-District or Out-of-State, in 1992

	Two-year Public	Two-year Private	All Two-year Institutions
Average percentage of first-time degree-seeking students in fall 1992 who were from out-of-district or out-of-state ^a	13	26	16
Percentage ^b of institutions indicating changes in the past five years of out-of-district/out-of-state student enrollment ^b			
a. Lower in 1987	21	20	21
b. About the same	58	60	59
c. Higher in 1987	10	9	10
d. No response	11	11	11
Number of Institutions Responding to Questionnaire	705	169	874

Note: Summary data for this table were derived from responses to questions 11 and 12 of the two-year questionnaire.

^aAverage percentage are based on the number of institutions responding to the questions.

^bPercentages are based on the total number of institutions responding to the questionnaire. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

Overall, 10 percent reported that out-of-district/out-of-state enrollments were higher in 1987, and 59 percent indicated that these enrollment figures had stayed about the same (see Table 3.12).

Procedures for Appeal by Rejected Applicants

Respondents to the 1992 survey were asked to indicate whether their institutions had formal procedures by which rejected applicants could appeal admissions decisions (see Table 3.13). Nineteen percent of all respondents indicated that they had such procedures and that rejected applicants were routinely informed about them. Another quarter (25 percent) of the respondents reported having formal appeal procedures, but applicants were informed about them only if they inquired. More than a third (35 percent) of all institutions reported having no formal procedures, but indicated that their admissions office reviewed appeals on request, a practice more likely to occur at private rather than public institutions. More than two-fifths (41 percent) of the two-year public institutions, about a quarter (26 percent) of the two-year private institutions, and much smaller percentages of four-year public (5 percent) and four-year private (9 percent) institutions had no formal appeal procedures and reported no means of reviewing requests for appeal.

From 1979 to 1992, there was a small increase (from 15 to 19 percent) in the percentage of institutions that routinely informed rejected applicants of the existence of formal appeal procedures. There was also a slight overall increase in the number of institutions having formal appeal procedures that informed applicants only if they inquired.

TABLE 3.13

Percentages of Institutions with Procedures for
Appeal of Admissions Decisions, in 1979, 1985, and 1992

Procedure	Year	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Percentage						
Have a formal appeal procedure; rejected applicants routinely informed of the appeal procedures	1979	16	15	23	10	15
	1985	26	17	26	12	20
	1992	22	18	22	16	19
Have a formal appeal procedure; applicants informed only if they inquire	1979	14	19	32	20	21
	1985	16	15	36	25	21
	1992	14	13	41	29	25
No formal procedure, but Admission Office reviews on request	1979	22	49	36	55	42
	1985	25	42	31	48	37
	1992	23	43	32	46	35
No formal appeal procedure	1979	39	15	7	14	19
	1985	34	25	6	16	21
	1992	41	26	5	9	20
Number of Institutions Responding to the Question						
	1979	365	79	329	641	1,414
	1985	688	213	407	818	2,126
	1992	638	166	356	770	1,930

Notes: 1992 summary data for this table were obtained from responses to questions 9 and 15 of the two- and four-year questionnaires, respectively. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

Remedial and Developmental Services for Students

According to The College Board's *Annual Survey of Colleges*, several types of remedial and developmental services have become more widely offered by institutions since the 1985 survey (see Table 3.14 and Figure 3.15). Services most commonly reported in 1992 were tutoring (89 percent), remedial instruction (73 percent), learning centers (68 percent), reduced course load (64 percent), special counselors (62 percent), and preadmission summer programs (32 percent). Since 1985, provision of each of these services has increased from 3 to 9 percent overall.

In the 1992 survey, two-year institutions were asked to indicate which of five campus support services were provided for students needing special assistance (see Table 3.15). Nearly all two-year institutions provided academic advising (99 percent), tutors (96 percent), and transfer admissions counseling (91 percent). Nearly 90 percent provided career guidance centers (89 percent) and learning skills centers (85 percent). Approximately two-thirds of the institutions provided additional services not listed on the survey. Two-year public institutions were more likely than two-year private to offer learning skills centers (92 percent compared to 56 percent), career guidance centers (94 percent compared to 69 percent), and transfer admissions counseling (95 percent compared to 74 percent).

Other Student Services

As summarized in Table 3.16 and Figures 3.16 and 3.17, College Board survey results indicated that overall, 95 percent of the institutions offered personal and career counseling services in 1992, a finding that has been fairly stable since 1985. The majority of institutions also offered employment services for undergraduates (86 percent) and placement services for graduates (87 percent). Ninety-three percent of the four-year public institutions offered health services to students, but less than half of the two-year institutions did so. A special adviser for adult students was available at over half (58 percent) of the four-year public institutions and at 41 percent of all institutions. Public institutions were more likely than private to provide aptitude testing, on-campus day care, a veterans counselor, wheelchair accessibility, and services for the visually impaired, hearing impaired, those with speech disorders, and those with learning disabilities (see Figure 3.16 for data on two-year institutions and Figure 3.17 for data on four-year institutions).

Overall, the proportion of institutions responding affirmatively to the question on wheelchair accessibility increased by 21 percent from 1985 to 1992 (60 and 81 percent, respectively). At least 10 percent more institutions in 1992 than in 1985 reported that they provided special advisers for adult students and offered services for the visually and hearing impaired, learning disabled, and those with speech disorders.

Diagnostic and Placement Tests and Developmental Programs at Two-Year Colleges

In the 1992 two-year college survey, institutions were asked to indicate whether they gave diagnostic/placement tests in any of six specified areas, and, if so, to indicate whether the tests were administered to all or only selected students. Table 3.17 and Figures 3.18 and 3.19 summarize the findings. Respondents from more than 60 percent of all two-year institutions reported that diagnostic/placement tests were required of all students in three areas—reading, writing, and arithmetic or computation, although such testing was more likely to be required at public than at private institutions.

The percentage of two-year private institutions requiring diagnostic/placement tests of all students remained about the same from 1985 to 1992, while that for public institutions increased approximately 15 percent. Forty-two percent of all two-year institutions required diagnostic/placement tests in algebra for all students. For the remaining two areas, English as a second language and study skills, 10 percent or fewer of all two-year institutions required diagnostic/placement tests of all students. However, 40 percent of two-year public colleges required such tests in English as a second language for selected students. For reading, writing, arithmetic/computation, and algebra, there was a slight increase from 1985 to 1992 in the percentage of institutions reporting that diagnostic/placement tests were required of all students, and a slight decrease in the percentage of institutions requiring such tests only of selected students (see Figures 3.18 and 3.19).

Respondents from two-year institutions were also asked to indicate whether they offered developmental programs for students not adequately prepared in any of the areas in which diagnostic/placement tests were offered. As Table 3.18 shows, two-year public institutions were much more likely than two-year private to offer developmental programs in these six areas: reading (96 percent compared to 57 percent), writing (97 percent compared to 57 percent), arithmetic or computation (97 percent compared to 63 percent), algebra (93 percent compared to 48 percent), English as a second language (58 percent compared to 28 percent), and study skills (87 percent compared to 52 percent). Little change occurred in the percentages of institutions offering these programs between the 1985 and the 1992 surveys.

Finally, respondents from two-year institutions were asked to indicate the percentage of first-time degree-seeking students in Fall 1992 who were taking one or more remedial courses during their first semester or year. Table 3.19 summarizes the overall average percentages of students enrolled in remedial courses and in the specific areas of mathematics, English, and reading. Overall, two-year institutions reported that an average of 35 percent of their first-time degree-seeking students were taking one or more remedial courses during their first year. An average of 31 percent of students were enrolled in mathematics, 26 percent in English, and 21 percent in reading.

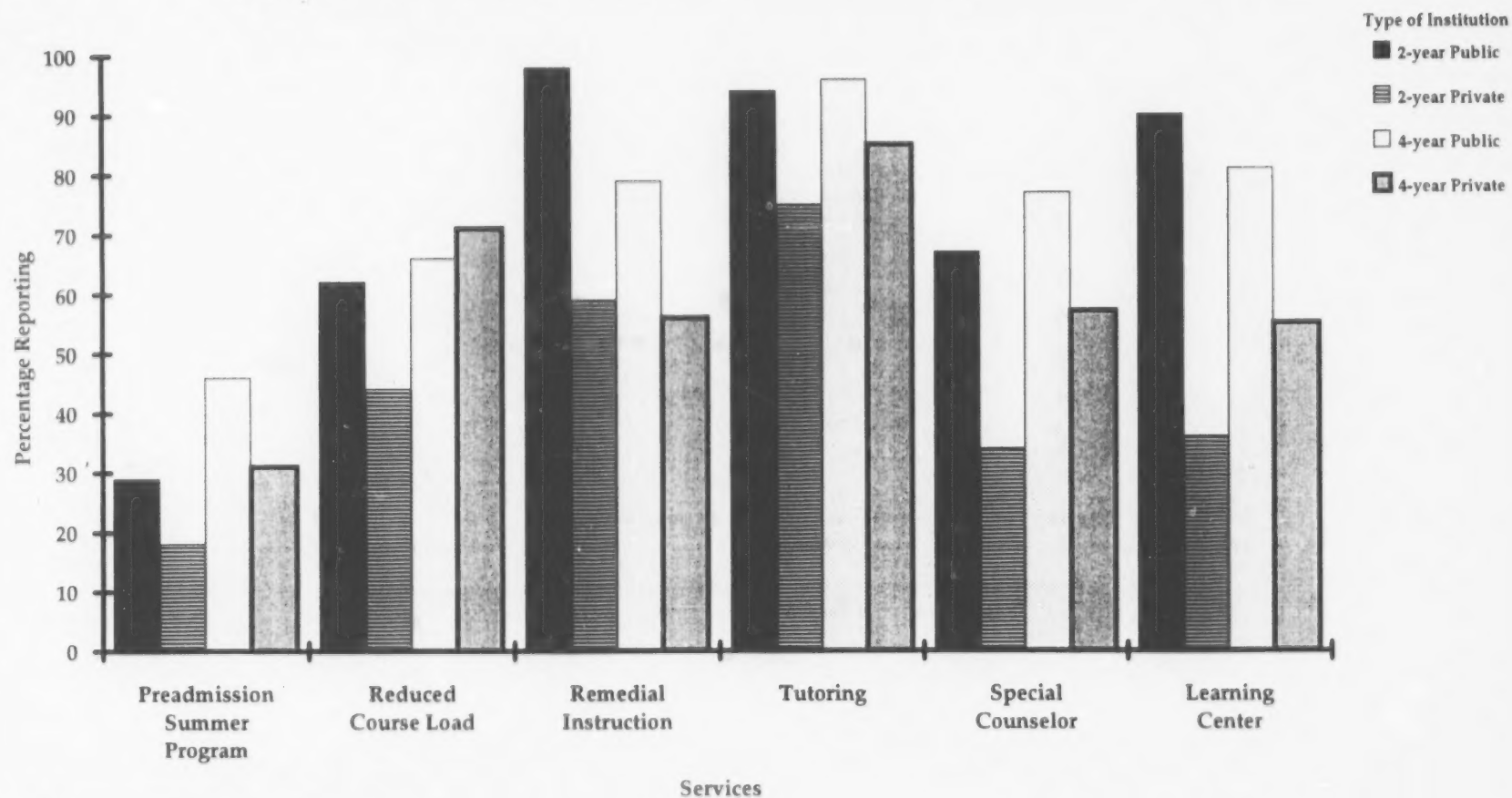
TABLE 3.14

Remedial and Developmental Services Offered by Institutions, 1985 and 1992

Type of Service	Year	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Percentage of Institutions Offering Service						
Preadmission Summer Program	1985	25	19	42	29	29
	1992	29	18	46	31	32
Reduced Course Load	1985	56	47	63	68	61
	1992	62	44	66	71	64
Remedial Instruction	1985	93	56	76	53	70
	1992	98	59	79	56	73
Tutoring	1985	85	62	92	77	81
	1992	94	75	96	85	89
Special Counselor	1985	56	35	73	54	56
	1992	67	34	77	57	62
Learning Center	1985	82	29	69	46	59
	1992	90	36	81	55	68
Number of Institutions Responding to Questionnaire						
	1985	889	289	503	1,121	2,802
	1992	825	311	530	1,157	2,823

Notes: The 1985 data are from *Summary Statistics: Annual Survey of Colleges, 1986-87*, the College Board, 1986, New York: College Entrance Examination Board. The 1992 data are from *Summary Statistics: Annual Survey of Colleges, 1992-93*, the College Board, 1992, New York: College Entrance Examination Board. Numbers and percentages are based on the total number of institutions responding to the Annual Survey of Colleges.

Figure 3.15 Remedial and Developmental Services Offered by Institutions, 1992



Note: The data for this figure appear in Table 3.14.

TABLE 3.15

Numbers and Percentages of Two-year Institutions Providing
Campus Support Services for Students Needing Additional Assistance, 1992

Type of Service	Two-year Public		Two-year Private		All Two-year Institutions	
	N	% "yes"	N	% "yes"	N	% "yes"
Learning Skills Center	687	92	164	56	851	85
Tutors	697	97	166	88	863	96
Academic Advising	700	100	167	98	867	99
Transfer Admissions Counseling	690	95	163	74	853	91
Career Guidance Centers	689	94	159	69	848	89
Other	126	72	32	44	158	67

Notes: Summary data for this table were derived from responses to question 32 of the two-year institutional questionnaire. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

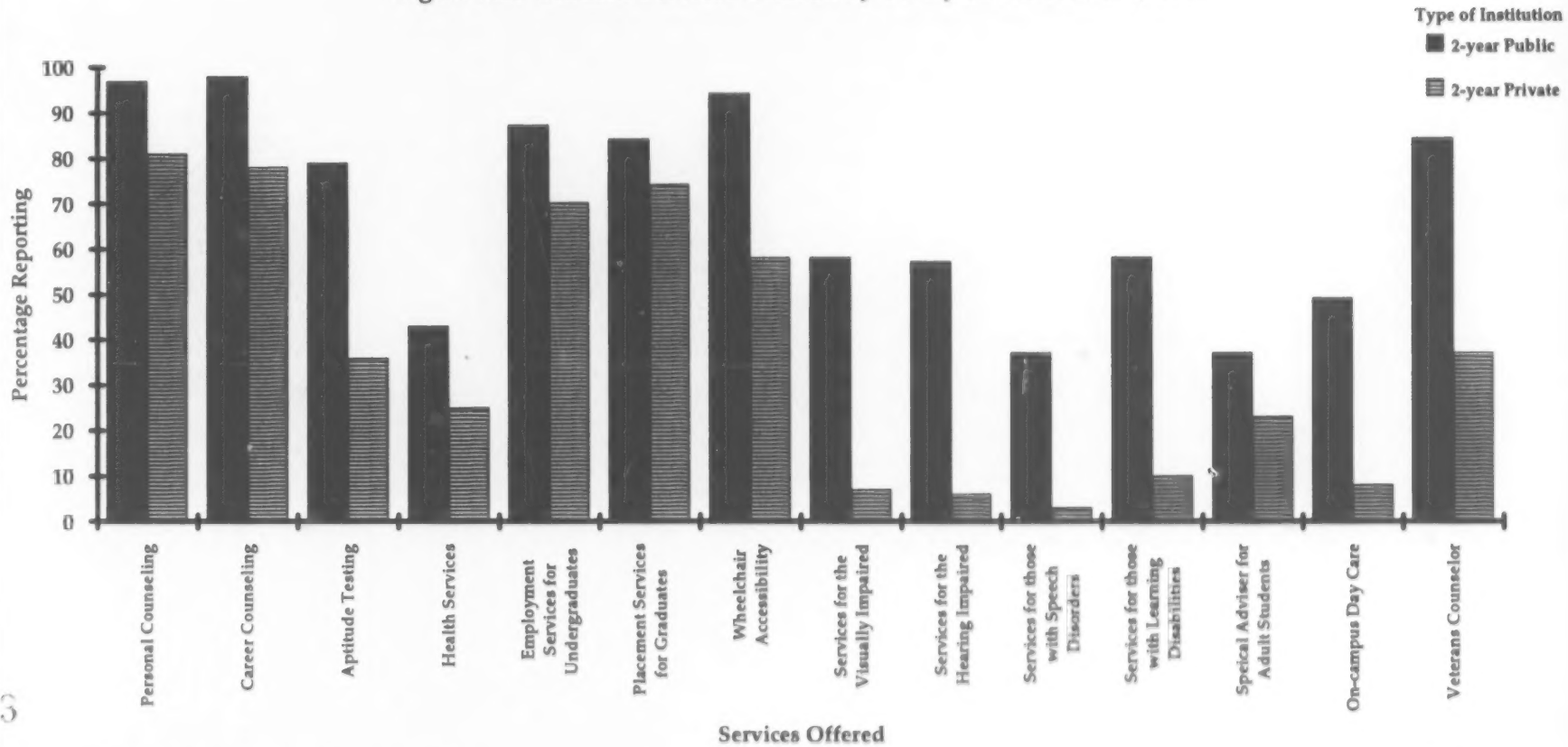
TABLE 3.16

Student Services Offered by Institutions, 1985 and 1992

Service	Year	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Percentage of Institutions Offering Service						
Personal Counseling	1985	97	85	99	97	97
	1992	97	81	98	96	95
Career Counseling	1985	95	80	97	92	92
	1992	98	78	98	94	95
Aptitude Testing	1985	69	33	74	49	58
	1992	79	36	78	58	66
Health Services	1985	45	36	94	81	67
	1992	43	25	93	79	65
Employment Services for Undergraduates	1985	83	67	93	86	84
	1992	87	70	92	88	86
Placement Services for Graduates	1985	81	72	97	88	86
	1992	84	74	97	88	87
Wheelchair Accessibility	1985	75	37	75	46	60
	1992	94	58	93	71	81
Services for the Visually Impaired	1985	36	4	50	16	27
	1992	58	7	73	25	42
Services for the Hearing Impaired	1985	36	4	42	11	23
	1992	57	6	65	22	39
Services for Those with Speech Disorders	1985	20	2	34	5	14
	1992	37	3	54	10	25
Services for Those with Learning Disabilities	1985	30	4	34	10	20
	1992	58	10	61	25	40
Special Adviser for Adult Students	1985	22	18	43	32	29
	1992	37	23	58	42	41
On-campus Day Care	1985	33	6	47	14	25
	1992	49	8	61	19	34
Veterans Counselor	1985	76	34	80	34	55
	1992	84	37	88	43	63
Number of Institutions Responding to Questionnaire						
	1985	889	289	503	1,121	2,802
	1992	825	311	530	1,157	2,823

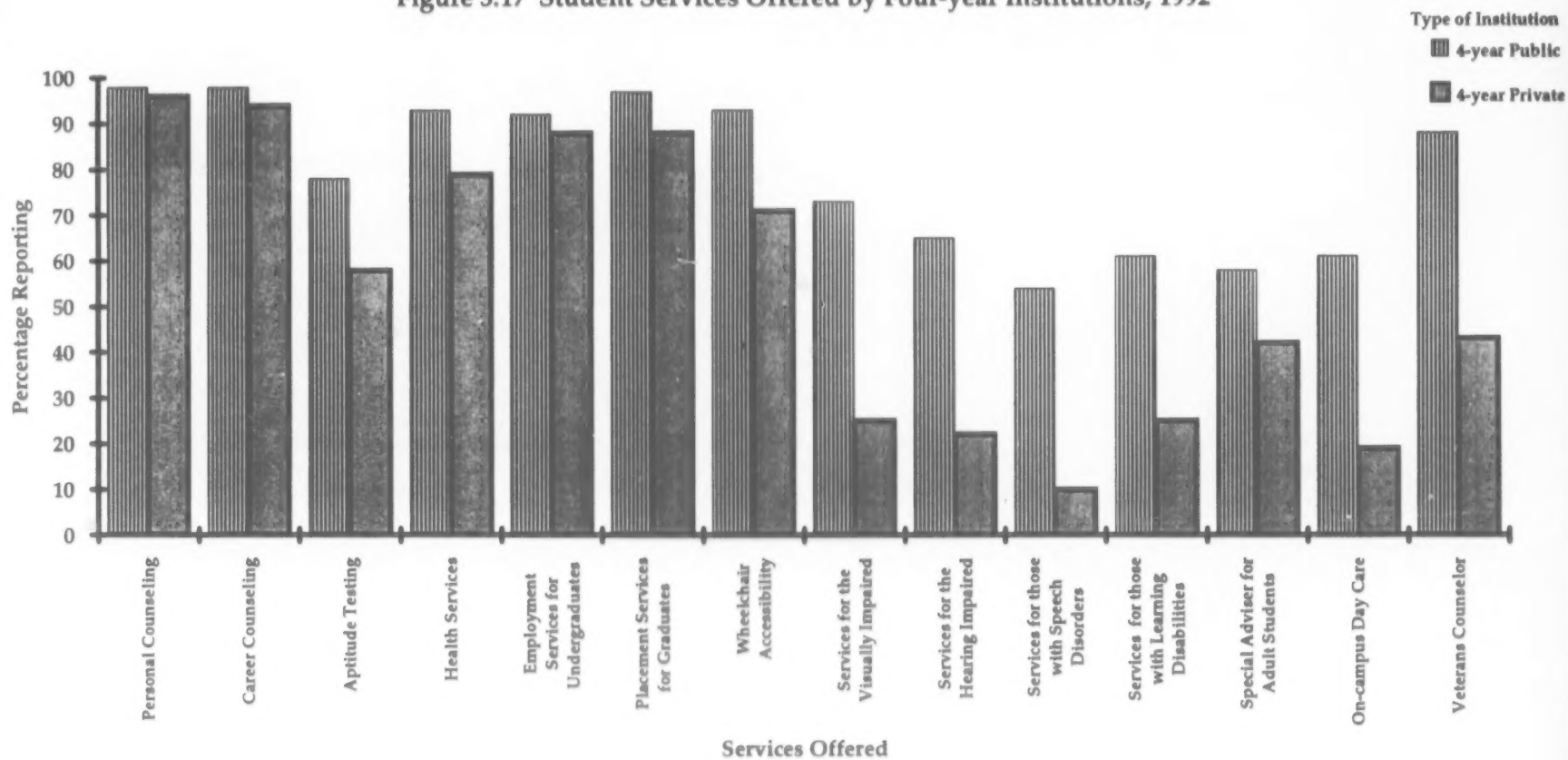
Notes: The 1985 data are from *Summary Statistics: Annual Survey of Colleges, 1986-87*, the College Board, 1986, New York: College Entrance Examination Board. The 1992 data are from *Summary Statistics: Annual Survey of Colleges, 1992-93*, the College Board, 1992, New York: College Entrance Examination Board. Numbers and percentages are based on the number of responses to the question.

Figure 3.16 Student Services Offered by Two-year Institutions, 1992



Note: The data for this figure appear in Table 3.16.

Figure 3.17 Student Services Offered by Four-year Institutions, 1992



Note: The data for this figure appear in Table 3.16.

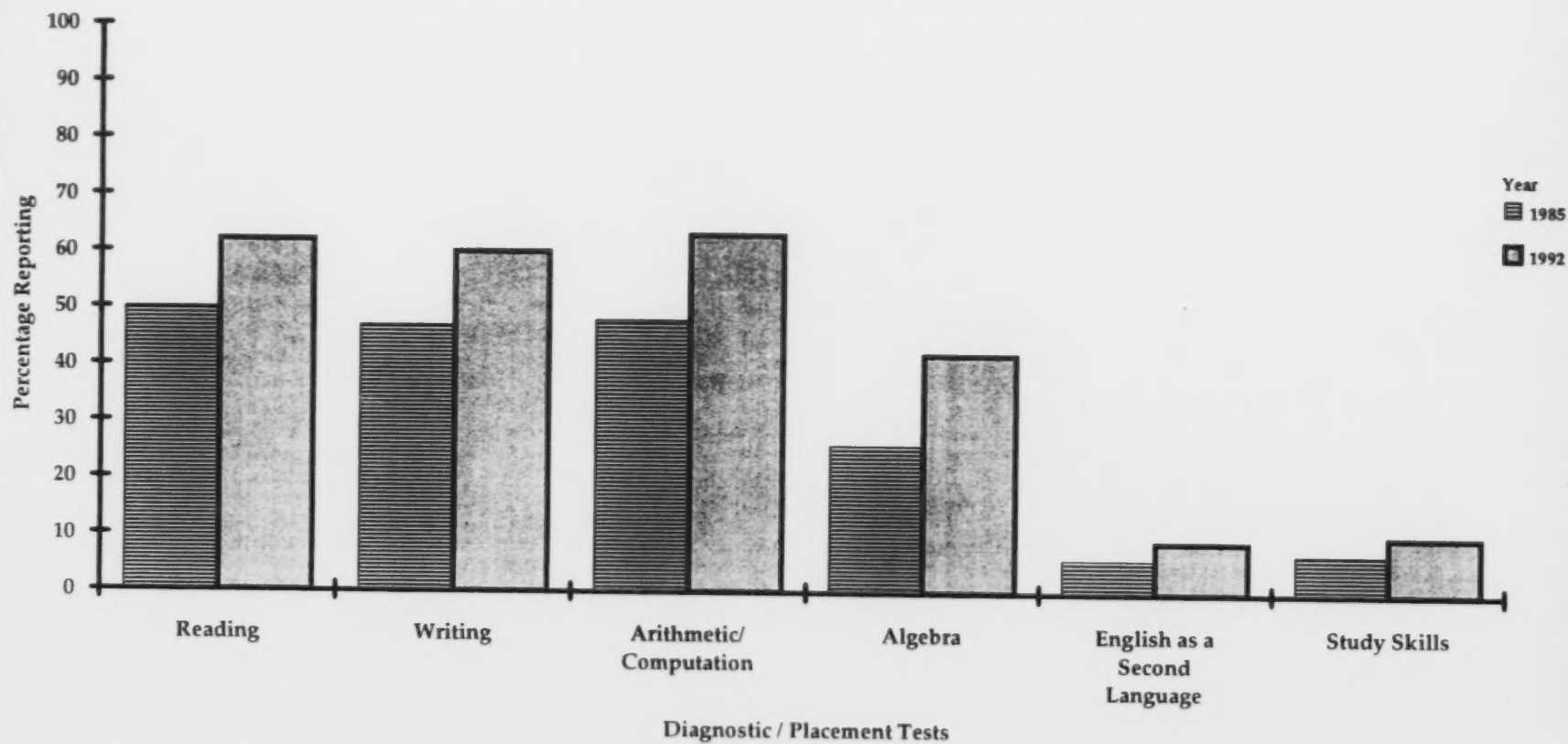
TABLE 3.17
Diagnostic/Placement Tests at Two-year Institutions, 1985 and 1992

Diagnostic/Placement Test	Two-year Public		Two-year Private		All Two-year Institutions	
	1985	1992	1985	1992	1985	1992
Reading (N)	725	696	206	163	931	859
% "No, Not Given"	8	5	31	33	13	10
% "Yes, Required of Selected Students"	43	31	18	15	37	28
% "Yes, Required of All Students"	49	64	51	52	50	62
Writing (N)	714	690	204	163	918	853
% "No, Not Given"	13	6	35	41	18	13
% "Yes, Required of Selected Students"	40	31	15	14	35	27
% "Yes, Required of All Students"	47	63	50	45	47	60
Arithmetic or Computation (N)	724	687	206	162	930	849
% "No, Not Given"	10	5	31	32	14	10
% "Yes, Required of Selected Students"	43	31	19	11	38	27
% "Yes, Required of All Students"	47	64	50	57	48	63
Algebra (N)	651	660	195	155	846	815
% "No, Not Given"	25	12	57	53	32	19
% "Yes, Required of Selected Students"	48	44	19	19	42	39
% "Yes, Required of All Students"	27	45	24	28	26	42
Other Academic Areas* (N)	— ^a	345	— ^a	119	— ^a	464
% "No, Not Given"	— ^a	73	— ^a	78	— ^a	74
% "Yes, Required of Selected Students"	— ^a	19	— ^a	10	— ^a	17
% "Yes, Required of All Students"	— ^a	8	— ^a	12	— ^a	9
English as a Second Language (N)	662	592	190	155	852	747
% "No, Not Given"	52	51	75	78	57	57
% "Yes, Required of Selected Students"	42	40	17	17	37	35
% "Yes, Required of All Students"	6	10	8	5	6	9
Study Skills (N)	645	544	191	149	836	693
% "No, Not Given"	66	68	75	80	68	70
% "Yes, Required of Selected Students"	28	22	16	11	25	20
% "Yes, Required of All Students"	6	10	9	9	7	10

Notes: 1992 summary data for this table were derived from responses to question 29 of the two-year institutional questionnaire. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.) The question read, "Do you give diagnostic/placement tests in any of the following areas? If yes, are these required for all students or selected students?"

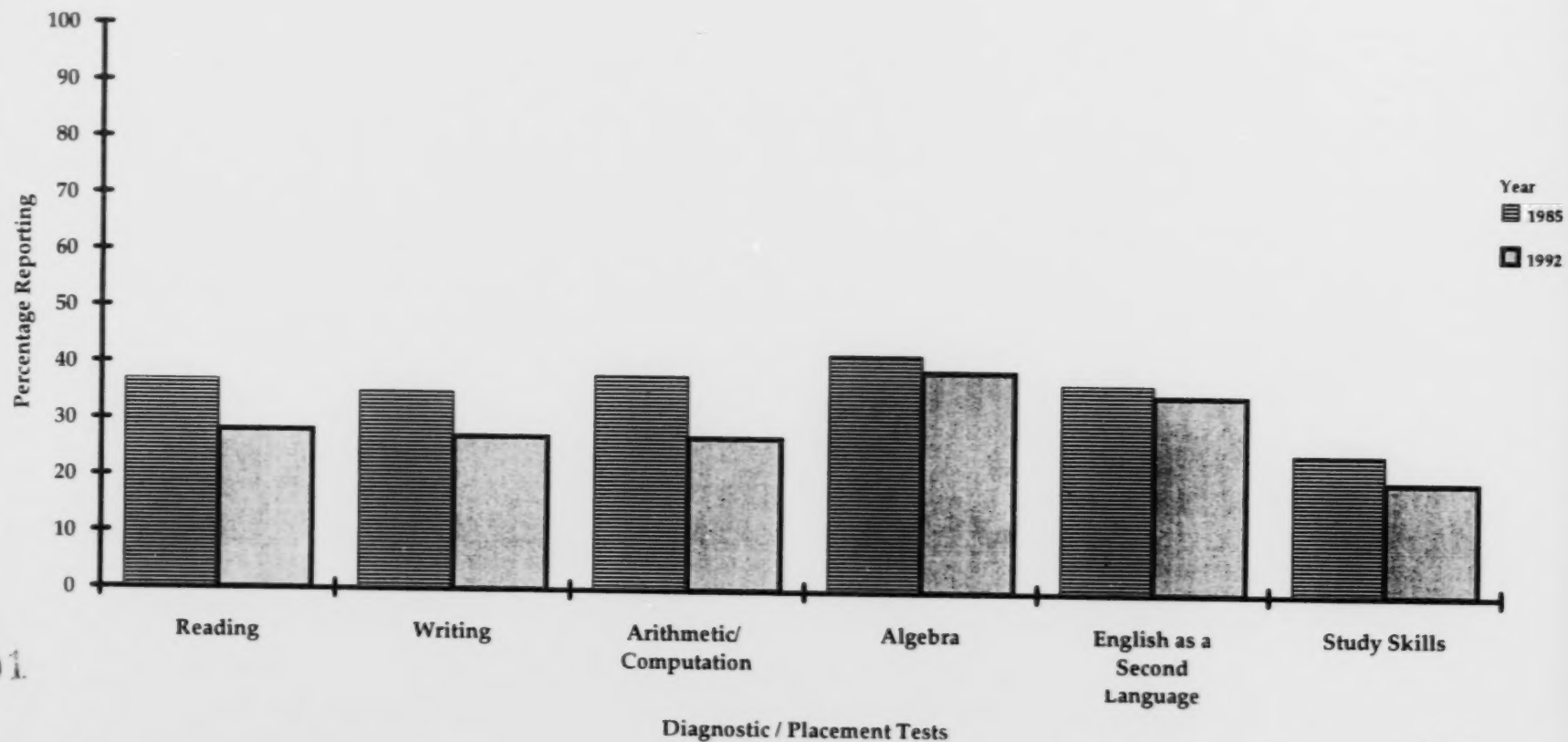
*Not included in the 1985 questionnaire.

Figure 3.18 Diagnostic / Placement Tests Required of All Students at Two-year Institutions, 1985 and 1992



Note: The data for this figure appear in Table 3.17.

Figure 3.19 Diagnostic / Placement Tests Required of Selected Students at Two-year Institutions, 1985 and 1992



Note: The data for this figure appear in Table 3.17.

TABLE 3.18

**Developmental Programs for Inadequately
Prepared Students at Two-year Institutions, 1985 and 1992**

Developmental Program	Year	Number and Percentage of Institutions Offering Program					
		Two-year Public		Two-year Private		All Two-year Institutions	
		N	%	N	%	N	%
Reading	1985	706	96	139	66	845	89
	1992	699	96	161	57	860	89
Writing	1985	684	94	136	65	820	88
	1992	698	97	165	57	863	89
Arithmetic or Computation	1985	694	95	135	65	829	88
	1992	700	97	164	63	864	91
Algebra	1985	616	91	86	45	702	81
	1992	687	93	164	48	851	84
Other Academic Areas ^a	1985	— ^a	— ^a	— ^a	— ^a	— ^a	— ^a
	1992	323	29	112	13	435	25
English as a Second Language	1985	382	58	48	25	430	50
	1992	597	58	154	28	751	52
Study Skills	1985	588	85	112	55	700	78
	1992	669	87	163	52	832	80

Notes: 1992 summary data for this table were derived from responses to question 30 of the two-year institutional questionnaire. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

^aNot included in the questionnaire.

TABLE 3.19

**Percentages of First-time Degree-seeking Students at Two-year Institutions
Taking One or More Remedial Courses During Their First Semester or Year, 1985 and 1992**

Average Percentage of Students Taking Remedial Courses	Year	Two-year Public		Two-year Private		All Two-year Institutions	
		Number of Institutions	Average Percent of Students	Number of Institutions	Average Percent of Students	Number of Institutions	Average Percent of Students
Overall Average	1985	519	27	167	19	686	25
	1992	434	36	86	29	520	35
Average Percentage in Specific Subject Areas	1992	363	32	78	25	441	31
	1992	360	26	64	24	424	26
	1992	333	21	58	20	391	21
	1992	333	21	58	20	391	21

Notes: 1992 summary data for this table were derived from responses to question 31 of the two-year institutional questionnaire. Average percents are based only on the institutions reporting data. In some cases, fewer than 50 percent of institutions provided the requested percentages.

4. Admissions Policies, Practices, and Procedures at Four-Year Institutions

The 1985 and 1992 surveys asked four-year institutions to respond to questions concerning high school course requirements, minimum standards for admission, the use of admissions test scores, exceptions to formal academic requirements for admission, and the importance of various factors in admissions decisions. Some of the same questions were also asked in the 1979 and 1985 surveys, so that possible trends over the 13-year period could be examined. The 1992 responses suggest some changes over time. The number of mean years of study required in some subject areas has gradually increased, probably in response to more stringent state requirements for high school graduation. And minimum standards for admission, especially test scores, have been raised. Consideration of admissions test scores appears to have decreased while the pattern of high school coursework has increased in importance. Over the entire period, the high school record has been a more important factor in admissions decisions than test scores.

High School Course Requirements

In 1983, the National Commission on Excellence in Education published *A Nation at Risk*, and one of its principal recommendations was that high school students should take more courses in English, mathematics,

TABLE 4.1
Mean Years of High School Study Required at Four-year Institutions
in Six Subject Areas, 1979, 1985, and 1992

Subject Area	Public			Private		
	1979	1985	1992	1979	1985	1992
English	3.7	3.8	4.0	3.8	3.8	3.8
Mathematics	2.1	2.4	2.8	2.3	2.5	2.6
Physical Sciences	1.2	1.5	1.3	1.3	1.4	1.4
Biological Sciences	1.1	1.3	1.2	1.3	1.2	1.2
Social Studies	2.0	2.3	2.5	2.1	2.3	2.4
Foreign Languages	2.0	2.0	2.0	2.1	2.1	2.0
Number of Institutions	333	371	325	648	702	687

Notes. 1992 summary data for this table were obtained from responses to question 10 of the four-year questionnaire. For interpretation of differences in mean years of study required, see Technical Notes 2 and 7, Appendix D.

science, social studies, and computer science (National Commission on Excellence in Education 1983). It was recommended that high school graduates complete four years of English, three of mathematics, three of science, three of social studies, and two of foreign language. Coley and Goertz (1990) reported that 42 states responded to the report by raising coursework standards for high school graduation. Thirty-seven states required, as of 1990, four or more years of English; 28 states required three or more years of social studies; and 10 states required three years of mathematics. Only four states required three years of science and five states had no specific coursework requirements for high school graduation. Most states required four years of English, two to three years of social studies, two years of mathematics, and two years of science. A growing number of states are establishing more rigorous curriculum requirements for college-bound students, and students in college preparatory programs are offered special diplomas in some states if they take more coursework than required. Coley and Goertz (1990) noted little state-level activity concerning high school graduation requirements between 1984 and 1990, since most of the state activity occurred earlier.

Stricter state requirements may have affected to some degree the admissions requirements of four-year colleges and universities. Table 4.1 shows that the average number of years of study required in English increased from 3.7 in 1979 to 4.0 in 1992 at four-year public institutions. No increase in English coursework requirements was apparent at four-year private institutions, however, which reported an average requirement of 3.8 years for all three surveys. In mathematics, four-year public institutions reported an increase from an

TABLE 4.2
Mean Years of High School Study Required at Four-year Public Institutions
in Six Subject Areas, by Institutional Selectivity, 1985 and 1992

Subject Area	Selectivity							
	> 95%		80% - 95%		50% - 80%		50% or less	
	1985	1992	1985	1992	1985	1992	1985	1992
English	3.7	3.9	3.7	3.9	3.8	4.0	3.9	4.0
Mathematics	2.2	2.6	2.4	2.7	2.4	2.8	2.8	3.0
Physical Sciences	1.4	1.4	1.5	1.3	1.5	1.3	1.4	1.5
Biological Sciences	1.3	1.1	1.3	1.1	1.3	1.2	1.6	1.4
Social Studies	2.3	2.4	2.2	2.4	2.4	2.5	2.3	2.5
Foreign Language	2.0	1.7	1.9	2.0	2.0	2.0	1.9	2.1
Number of Institutions	61	34	109	91	151	170	30	30

Note: 1992 summary data for mean years of study were obtained from responses to question 10 of the four-year questionnaire, and selectivity categories were derived from responses to question 22 of the four-year questionnaire.

average of 2.1 years in 1979 to 2.8 years in 1992. The average years of mathematics study required in four-year private institutions increased from 2.3 to 2.6 during this period.

With the exception of social studies, no other changes in Table 4.1 are statistically significant. Average social studies requirements increased at both public and private institutions, but this observation may be an artifact of the wording of the 1992 question, which used the term "social studies/history."

It is also of interest to examine the relationship between high school course requirements and degree of institutional selectivity, although statistical significance cannot be demonstrated because of the small numbers of institutions in the selectivity categories. Table 4.2 shows, for four-year public institutions responding in 1985 and 1992, the mean number of years of study required in six subject areas by degree of institutional selectivity. The statistically significant increase in the mean number of years of English and mathematics required, observed in Table 4.1, appears to have occurred across all selectivity categories. The mean required increased for all selectivity categories. Mathematics showed the same pattern as English.

High school course requirements by degree of institutional selectivity for four-year private institutions are shown in Table 4.3. Since Table 4.1 showed no changes at all over time in English requirements at private

TABLE 4.3

Mean Years of High School Study Required at Four-year Private Institutions
in Six Subject Areas, by Institutional Selectivity, 1985 and 1992

Subject Area	Selectivity							
	> 95%		80% - 95%		50% - 80%		50% or less	
	1985	1992	1985	1992	1985	1992	1985	1992
English	3.3	3.6	3.8	3.8	3.9	3.9	3.9	3.8
Mathematics	2.0	2.5	2.4	2.5	2.6	2.7	3.0	2.8
Physical Sciences	1.4	1.3	1.4	1.4	1.5	1.4	1.4	1.4
Biological Sciences	1.1	1.7	1.2	1.2	1.1	1.2	1.0	1.1
Social Studies	2.1	2.1	2.3	2.4	2.3	2.4	2.1	2.0
Foreign Languages	1.9	2.0	2.1	2.0	2.1	2.1	2.3	2.3
Number of Institutions	79	62	262	264	274	306	62	55

Note. 1992 summary data for mean years of study required were obtained from responses to question 10 of the four-year questionnaire, and Selectivity categories were derived from responses to question 22 of the four-year questionnaire.

institutions, the changes in English requirements shown in Table 4.3 are probably a result of random statistical variation due to the small numbers of institutions in the selectivity categories.

Minimum Standards for Admission

Admissions standards are also reflected in high school GPA and class rank requirements and admissions test scores. Table 4.4 presents the numbers and percentages of four-year institutions reporting minimum performance standards, and the mean for each standard, for 1979, 1985, and 1992. The most frequent requirement, for both public and private institutions, was a minimum high school GPA. Table 4.4 indicates that slightly more than one-half of all four-year institutions, both public and private, required a minimum high

TABLE 4.4
Number and Percentage of Four-year Institutions
Reporting Minimum Standards for Admission
and Mean for Each Measure,
1979, 1985, and 1992

Admissions Standards		Public			Private		
		1979	1985	1992	1979	1985	1992
High School GPA	N	142	203	204	374	450	468
	%	43	49	56	58	54	60
	Mean	2.0	2.2	2.2	2.0	2.1	2.1
High School Rank (Percentile Rank)	N	110	148	116	286	257	225
	%	33	36	32	44	31	29
	Mean	40	—	50	44	—	52
ACT Composite Score	N	99	152	145	231	289	313
	%	30	37	40	36	35	40
	Mean	16.2	16.5	18.3	16.4	16.3	18.0
SAT Combined Score	N	126	144	133	272	305	284
	%	39	35	36	42	37	36
	Mean	740	756	775	754	779	788
Number of Institutions		333	413	366	648	827	784

Notes: 1992 summary data for this table were obtained from responses to question 16 of the four-year questionnaire. Percentages are based on the total number of institutions responding to the questionnaires in each year (see Technical Note 5, Appendix D). For interpretation of differences in percentages and means in this table, see Technical Notes 2 and 8, Appendix D. Differences in ACT composite score means between 1985 and 1992 cannot be compared because of a change in the ACT scoring scale in 1990.

TABLE 4.5

**Percentages of Four-year Institutions Reporting
Minimum Standards for Admission and Means for Each Standard,
by Institutional Selectivity, 1985 and 1992**

Institutional Type/Selectivity	Year	Number of Institutions	HS GPA		ACT Comp.		SAT Comb.	
			%	Mean	%	Mean	%	Mean
<u>Four-year Public</u>								
> 95%	1985	63	41	2.1	38	15.3	21	712
	1992	34	50	2.2	26	16.2	20	624
81% - 95%	1985	122	55	2.2	43	17.2	33	753
	1992	91	55	2.2	49	18.2	37	774
51% - 80%	1985	162	52	2.1	34	16.3	41	748
	1992	170	58	2.2	36	18.6	40	775
50% or less	1985	30	43	2.3	27	16.9	50	811
	1992	30	50	2.2	33	18.1	37	815
<u>Four-year Private</u>								
> 95%	1985	86	41	2.0	23	15.1	19	693
	1992	62	52	2.0	35	17.2	24	785
81% - 95%	1985	302	60	2.1	43	15.8	42	758
	1992	264	71	2.1	46	17.9	43	780
51% - 80%	1985	309	63	2.2	37	17.2	44	805
	1992	306	61	2.1	39	18.3	37	800
50% or less	1985	74	30	2.3	15	18.2	19	819
	1992	55	34	2.2	25	18.4	22	795

Notes: 1992 summary data on minimum standards were obtained from responses to question 16 of the four-year questionnaire, and selectivity categories were derived from question 22 of the four-year questionnaire. For interpretation of differences in percentages, see Technical Note 2, Appendix D.

TABLE 4.6
Percentage of Four-year Institutions Reporting
Use of Student Reported Grades in Admissions Decisions,
1979, 1985, and 1992

Grades Used	<u>Four-year Public</u>			<u>Four-year Private</u>		
	1979	1985	1992	1979	1985	1992
No high school grades used	7	5	3	2	2	1
Student-reported grades not used	78	76	75	85	79	78
Student-reported grades used for preliminary decisions, but official transcript required	13	18	22	13	19	21
Student-reported grades used, and an official transcript is not required	2	1	0	<1	<1	0
Number of Institutions	333	413	366	648	827	784

Notes: 1992 summary data for this table were obtained from responses to question 12 of the four-year questionnaire. Percentages are based on total number of institutions responding to the questionnaires in each year (see Technical Note 5, Appendix D). For interpretation of differences in percentages, see Technical Note 2, Appendix D.

school GPA of applicants in 1992. This percentage increased by 13 percentage points (from 43 to 56 percent) at four-year public institutions between 1979 and 1992. No trend of this type was apparent at four-year private institutions. The mean required high school GPA also increased over this period, from 2.0 to 2.2 at four-year public and from 2.0 to 2.1 at four-year private institutions. These increases in minimum required GPA at four-year public institutions are statistically significant and suggest, as did the course requirements discussed previously, that admissions standards rose from 1979 to 1992.

The percentage of four-year public institutions requiring a minimum high school class rank suggests no trend between 1979 and 1992, but at four-year private institutions there appears to have been a decrease (from 44 to 29 percent) in the percentage of institutions with a minimum high school class rank requirement. The decrease at private institutions may be related to changing practices at private preparatory schools, some of which no longer provide rank information. For institutions that required a minimum high school class rank, however, that minimum appears to have risen since 1979 at both public and private four-year institutions. Both of these changes are statistically significant.

There is some indication that requiring a minimum ACT composite test score has become more prevalent at public institutions (increasing from 30 percent in 1979 to 40 percent in 1992). Even though this change is

TABLE 4.7
Use of Admissions Test Scores at Four-year Institutions,
1979, 1985 and 1992

Use of Admission Test Scores		Four-year Public			Four-year Private		
		1979	1985	1992	1979	1985	1992
Not required	N	30	22	16	59	67	72
	%	9	5	4	9	8	9
Required for some but not all academic programs	N		27	18		24	30
	%		7	5		3	4
Routinely considered in reaching an overall judgment regarding admissibility	N	214	276	246	505	604	543
	%	64	67	67	78	73	69
Reviewed for indications of possible difficulty in completing academic programs	N	223	176	150	499	467	382
	%	67	43	41	77	56	49
Checked only when other application credentials fall below specified level	N	68	65	47	57	32	36
	%	20	16	13	9	4	5
Used by institution for class profiles and by applicants in self-selection process	N	166	166	134	338	325	283
	%	50	40	37	52	39	36
Used for placement	N		236	199		384	334
	%		57	54		46	43
Required or recommended but seldom used in admission or placement	N	40	21	9	46	43	36
	%	12	5	2	7	5	4
Number of Institutions		333	413	366	648	827	784

Notes: 1992 summary data for this table were obtained from responses to question 9 of the four-year questionnaire. Percentages are based on the total number of institutions responding to the questionnaires in each year (see Technical Note 5, Appendix D). For interpretation of differences in percentages, see Technical Note 2, Appendix D).

TABLE 4.8

Percentages of Four-year Institutions Reporting Exceptions
to Formal Academic Requirements for Certain Subgroups
of Students, 1979, 1985, and 1992

Group	Four-year Public			Four-year Private		
	1979	1985	1992	1979	1985	1992
Athletes	39	33	35	24	13	12
Alumni relatives	23	14	16	32	20	21
Faculty/Staff relatives	25	16	21	35	26	28
Racial/ethnic minorities	45	40	44	39	25	25
Disadvantaged students	46	39	39	36	25	22
Students with disabilities	36	28	34	28	19	24
Students with special talents	39	38	39	29	16	16
Adult students	—	52	49	—	39	35
Out-of-state/district students	—	5	5	—	3	3
Part-time students	—	19	10	—	27	21
Veterans	—	26	22	—	12	9
Military personnel	—	15	13	—	7	7
Students who can pay full cost	—	3	2	—	2	2
Number of Institutions	333	413	366	648	827	784

Notes: 1992 summary data for this table were obtained from responses to question 17 of the four-year questionnaire. Percentages are based on the total number of institutions responding to the question (see Technical Note 5, Appendix D). For interpretation of differences in percentages, see Technical Note 2, Appendix D.

statistically significant, the large differences in numbers of respondents (99 in 1979 and 145 in 1992) indicates that the institutions responding to the two surveys were substantially different. The apparent increase in required ACT composite score means occurred because the ACT reporting scale was changed in 1990, not because of a raising of minimum standards. Requiring a minimum SAT combined score showed no significant trend. However, there appears to be a trend toward higher minimum SAT score requirements at both four-year public and private institutions. These changes in minimum SAT score requirements are statistically significant.

Minimum standards for admission can also be examined in relation to degree of institutional selectivity (see Table 4.5), but statistical significance is more difficult to attain because of the small number of observations in each cell. Few of the differences between 1985 and 1992 shown in Table 4.5 are statistically significant, but some of the differences related to degree of selectivity are. A surprising observation is that four-year private institutions in the most selective category (50 percent or less admitted) reported requiring minimum standards less frequently than did institutions in the next most selective category (50 to 80 percent admitted). In both the 1985 and 1992 surveys, fewer four-year private institutions in the most selective category reported minimum requirements for high school GPA, ACT composite score, and SAT combined score than four-year private institutions in the next most selective category. The consistency of these differences across measures and over time suggests that they are important. Again, the ACT composite score means cannot be directly compared for the two periods because of the 1990 scale change.

As part of the ACT and SAT assessments, students often self-report high school GPA—even though their high schools are asked to provide official transcripts of grades. Students are also sometimes asked to report high school grades on institutional application forms. In all three surveys, the same question was asked about how self-reported grades were used. Table 4.6 shows a fairly consistent pattern over the years, with most institutions reporting that they did not use student-reported grades. There is a statistically significant trend, however, in the use of student-reported grades for preliminary admissions decisions even though official transcripts are still required. Although in 1979 and 1985 a few institutions reported using student-reported grades without requiring an official transcript, no institutions reported such use in 1992.

Use of Admissions Test Scores

Of the four-year public institutions responding to the 1992 survey, only 4 percent reported that they did not require admissions test scores (see Table 4.7). At the public institutions surveyed, there was a statistically significant trend toward requiring admissions test scores. In 1979, 9 percent of respondents indicated admissions test scores were not required, while in 1985, only 5 percent so responded. The increase in requiring admissions test scores among four-year public institutions is consistent with the trend toward higher standards noted for this sector. No such trend has been identified among four-year private institutions; in both 1979 and 1992, 9 percent reported that they did not require admissions test scores.

About two-thirds of the four-year institutions, both public and private, reported in 1992 that admissions test scores were routinely considered in reaching an overall judgment regarding the admissibility of an applicant. The high school record was still the most important consideration, however (see Table 4.10). At public institutions, there was little change in the routine use of test scores from 1979 to 1992. At private institutions, however, there was a statistically significant decline in routine use. Seventy-eight percent reported routine use of test scores in 1979, 73 percent in 1985, and 69 percent in 1992.

A statistically significant trend away from using admissions test scores to identify students who might have difficulty completing academic programs may have resulted from subtle changes in the meaning of the question over time. The percentage of public institutions reporting this use declined from 67 percent in 1979 to 41 percent in 1992; use at private institutions declined from 77 percent in 1979 to 49 percent in 1992. Although the wording of the option was precisely the same ("Scores for practically all freshman applicants are reviewed to see if there are indications that the individual may have difficulty in completing the academic program without special assistance"), the meaning of this question may have changed over the years of the

TABLE 4.9
Four-year Institutions Reporting
Exceptions to Formal Academic Requirements,
1985 and 1992

	Four-year Public				Four-year Private			
	1985		1992		1985		1992	
	N	%	N	%	N	%	N	%
Average percentage admitted as exceptions	265 ^a	8	235	9	414 ^a	6	389	9
Average percentage of exceptions who were minorities	206 ^a	23	183	25	308 ^a	15	292	19
Institutions reporting that they have a limit on percentage of exceptions	132	36 ^b	129	41 ^b	155	23 ^c	129	20 ^c
Average limit on percentage of exceptions	132	10	129	10	155	10	114	10

Notes: 1992 summary data for this table were obtained from responses to questions 18 and 19 of the four-year questionnaire. For interpretation of differences in percentages and averages, see Technical Notes 2 and 9, Appendix D.

^a These frequencies were estimated because of an error in the 1985 survey report.

^b The bases used for these percentages were 367 institutions who responded to this question in 1985 and 312 in 1992.

^c The bases used for these percentages were 676 institutions who responded to this question in 1985 and 634 in 1992.

TABLE 4.10

Importance of Various Factors in Admissions
Decisions at Four-year Institutions,
1979, 1985 and 1992

Factor	Average Importance of Factor ^a					
	Four-year Public			Four-year Private		
	1979	1985	1992	1979	1985	1992
High school GPA or rank	4.0	3.9	4.0	4.2	4.0	4.0
Admissions test scores	3.5	3.5	3.6	3.4	3.4	3.4
Achievement test scores	1.7	1.6	1.6	2.4	2.1	1.9
Letters of recommendation	2.1	1.9	1.9	2.9	3.0	3.0
Interviews	2.0	1.7	1.7	2.9	2.8	2.7
Essays	1.6	1.6	1.7	2.3	2.6	2.6
Health statement	1.4	1.4	1.4	1.7	1.5	1.4
State of residence	1.6	1.8	1.8	1.3	1.2	1.2
Country of residence ^b			1.6			1.4
Portfolios, auditions, etc.	1.8	1.9	1.7	2.1	2.1	1.9
High school course work		2.5	2.9	3.2	3.1	3.3
College-level work in Hs ^b			2.7			2.9
Declaration of major	1.9	1.8	1.8	1.9	1.8	1.7
Minority group membership ^b			2.2			1.8
Gender ^b			1.2			1.4
Disability group membership ^b			1.4			1.2
Full/part-time status ^b			1.2			1.4
Financial need	1.2	1.2	1.2	1.4	1.3	1.3
Number of institutions	333	412	366	648	823	784

Notes: 1992 summary data for this table were obtained from responses to question 8 of the four-year questionnaire. For interpretation of differences in averages in this table, see Technical Notes 2 and 10, Appendix D.

- ^a Average importance was computed as a mean where:
- 1 = Not considered
 - 2 = A minor factor
 - 3 = A moderately important factor (in 1979, "one of several factors")
 - 4 = A very important factor
 - 5 = The single most important factor

^b Not surveyed in 1979 and 1985.

TABLE 4.11
Importance of Various Factors in Admissions
Decisions at Four-year Public Institutions,
by Institutional Selectivity,
1985 and 1992

Factor	Average Importance of Factor ^a							
	> 95%		80% - 95%		50% - 80%		50% or less	
	1985	1992	1985	1992	1985	1992	1985	1992
High school GPA or rank	2.9	3.2	3.9	4.0	4.1	4.2	4.1	4.2
Admissions test cores	2.9	3.2	3.5	3.7	3.8	3.7	3.9	3.8
Achievement test scores	1.5	1.5	1.6	1.5	1.7	1.6	1.9	1.7
Letters of recommendation	1.4	1.4	1.7	2.0	2.1	2.0	2.5	2.3
Interviews	1.4	1.3	1.6	1.7	1.9	1.7	2.1	1.7
Essays	1.2	1.2	1.4	1.6	1.8	1.8	2.4	2.5
Health statement	1.3	1.5	1.3	1.3	1.4	1.4	1.6	1.4
State of residence	1.7	1.8	1.8	1.7	1.9	1.8	2.1	2.3
Portfolios, auditions, etc.	1.4	1.1	1.7	1.5	2.1	1.8	2.9	2.4
High school coursework	1.9	2.2	2.7	3.1	3.3	3.4	3.5	3.6
Declaration of major	1.4	1.5	1.8	1.7	1.9	1.8	2.1	1.9
Financial need	1.2	1.2	1.1	1.2	1.2	1.1	1.3	1.2
Number of Institutions	67	34	124	91	165	170	31	30

Note: 1992 summary data on the importance of admissions factors were obtained from responses to question 8 of the four-year questionnaire. Selectivity levels were derived from question 22 of the four-year questionnaire.

^aAverage ratings were computed as means where:

- 1 = Not considered
- 2 = A minor factor
- 3 = A moderately important factor
- 4 = A very important factor
- 5 = The single most important factor

TABLE 4.12

Importance of Various Factors in Admissions Decisions at Four-year Private Institutions, by Institutional Selectivity, 1985 and 1992

Factor	Average Importance of Factor ^a							
	> 95%		80% - 95%		50% - 80%		50% or less	
	1985	1992	1985	1992	1985	1992	1985	1992
High School GPA or rank	3.1	2.9	4.0	4.2	4.2	4.2	4.2	4.2
Admissions test scores	2.8	2.6	3.4	3.6	3.5	3.5	3.6	3.6
Achievement test scores	1.8	1.7	2.0	1.9	2.0	1.9	2.8	2.5
Letters of recommendation	2.7	2.5	3.0	3.1	3.0	3.1	3.2	3.2
Interviews	2.5	2.4	2.9	2.8	2.8	2.8	2.6	2.3
Essays	2.0	2.0	2.5	2.6	2.7	2.9	3.1	2.8
Health statement	1.8	1.7	1.6	1.4	1.4	1.4	1.3	1.3
State of residence	1.0	1.1	1.1	1.2	1.1	1.2	1.5	1.4
Portfolios, auditions, etc.	1.6	1.5	1.9	1.9	2.2	2.0	2.7	2.3
High School course work	2.4	2.2	3.3	3.4	3.5	3.5	3.6	3.6
Declaration of major	1.7	1.8	1.6	1.7	1.8	1.8	1.9	1.8
Financial need	1.8	1.6	1.4	1.3	1.2	1.2	1.3	1.4
Number of Institutions	92	61	307	263	317	304	75	55

Note: 1992 summary data for the importance of admissions factors were obtained from responses to question 8 of the four-year questionnaire. Selectivity categories were developed from question 22 of the four-year questionnaire.

^aAverage ratings were computed as means where:

- 1 = Not considered
- 2 = A minor factor
- 3 = A moderately important factor
- 4 = A very important factor
- 5 = The single most important factor

TABLE 4.13

Importance of Personal Qualities in Admissions
Decisions by Percentage, 1979, 1985 and 1992

Personal Quality	Four-year Public			Four-year Private		
	1979	1985	1992	1979	1985	1992
Leadership ability	43	49	45	77	79	76
Extracurricular activities ^a	—	49	45	—	76	73
Community activities ^b	28	36	34	72	75	74
Motivation or initiative	57	51	48	90	88	86
Work experience	46	43	34	64	59	51
Compatibility	39	38	42	76	83	84
Number of Institutions	333	413	366	648	827	784

Notes: 1992 summary data for this table were obtained from responses to question 13 of the four-year questionnaire. For interpretation of differences in percentages, see Technical Note 2, Appendix D.

^aNot surveyed in 1979.

^bIn 1992, "Community or church activities".

Notes: Percentages based on total number of institutions reporting. See Technical Note 2, Appendix D.

surveys. Since special assistance in the form of remedial courses and tutoring was more common in 1992 than in 1979, it could be that fewer respondents chose this option in 1992 because of that change. Note that the percentages of respondents choosing this option were similar in 1985 and 1992. It may also be that special diagnostic tests rather than admissions tests are now used for such purposes.

At both public and private institutions, there was a statistically significant trend away from considering test scores only when other application credentials fell below a specified level. The percentage of public institutions reporting this practice fell from 20 to 13 percent from 1979 to 1992. The percentage of private institutions fell from 9 percent in 1979 to 5 percent in 1992. The proportion of respondents reporting use of test scores by institutions for class profiles and by applicants as part of a self-selection process declined from 50 percent or more in 1979 to slightly more than one-third in 1992. There was no statistically significant change over time in the use of admissions test scores for placement. Institutions reporting that they required or recommended admissions test scores, but seldom used them, declined at public institutions from 12 percent in 1979 to 2 percent in 1992, and from 7 percent to 4 percent over the same time period at private institutions. This trend is statistically significant and consistent with an increase in the percentage of institutions requiring admissions test scores. Nevertheless, some uses of admissions test scores declined in importance over the period of the surveys.

Exceptions to Formal Academic Requirements

The 1985 survey report noted a decline in the percentages of responding institutions reporting exceptions to formal academic requirements for admission to certain subgroups of applicants. This decline was especially apparent at four-year private institutions, where exceptions granted to all subgroups had decreased between 1979 and 1985. Table 4.8 suggests that declines in the percentages of institutions reporting exceptions leveled out for most groups in 1992.

Perhaps in relation to the passage of the Americans With Disabilities Act (ADA) in 1990, an increase in exceptions granted to students with disabilities occurred between 1985 and 1992 (see Table 4.8). The only significant change from 1985 to 1992 was a decline in exceptions granted to part-time students at both public and private institutions.

Table 4.9 indicates that the average percentage of students admitted as exceptions increased slightly from 1985 to 1992 at private institutions (from 6 to 9 percent). The average percentage of exceptions who were minorities also increased slightly at private institutions (from 15 to 19 percent). The average limit on the percentage of exceptions was 10 percent in both 1985 and 1992.

Importance of Various Factors in Admissions Decisions

In 1992, as in 1979 and 1985, both four-year public and private institutions reported that high school GPA or class rank was the most important factor in admissions decisions (see Table 4.10). Admissions test scores were second in importance in all three survey years. Table 4.10 does not show specific responses, but in 1992 less than 1 percent of responding private institutions (7 institutions) indicated that test scores were the most important factor, while over 40 percent reported that test scores were either only moderately important (30 percent), a minor factor (6 percent), or that they were not considered at all (6 percent). At four-year public institutions in 1992, only 3 percent (11 institutions) reported that test scores were the most important factor in admissions decisions, while 22 percent said that they were only moderately important, 4 percent a minor factor, and 2 percent not considered at all.

Third in importance was the pattern of high school coursework, but Table 4.10 shows that this factor has increased in importance over the survey years. In 1992, it was almost as important as admissions test scores, especially at private institutions. Fully 49 percent of private and 46 percent of public institutions reported that the pattern of high school coursework was a very important factor in admissions decisions. One element of the pattern of high school coursework, college-level coursework taken in high school, was surveyed for the first time in 1992, and Table 4.10 shows that such coursework (e.g., Advanced Placement courses) was quite important in admissions decisions.

Table 4.10 suggests an interesting decline in the importance of achievement test scores at four-year private institutions, but the reasons for such a decline, if it is real, are not clear. Private institutions traditionally have placed more importance on letters of recommendation, interviews, and essays than public institutions, and this has been documented in all three surveys. It should be noted that public institutions often have state-legislated requirements based on high school GPA or class rank and test scores. Such state-legislated requirements tend to reduce the importance of other factors in admissions decisions.

Tables 4.11 and 4.12 explore trends in the importance of various admissions factors in relation to degree of institutional selectivity at four-year public and private institutions, respectively. Because of the small numbers of institutions in the selectivity categories, statistical significance cannot be demonstrated. For both public and private institutions in 1985 and 1992, high school GPA or class rank appeared to be the most important factor in admissions decisions in all selectivity categories. Admissions test scores were reported to be the second most important factor in both surveys and in most selectivity categories, with the possible exception of the least selective four-year public institutions, at which admissions test scores were ranked equal in importance with high school GPA or class rank.

Role of Personal Qualities in Admissions Decisions

Personal qualities are attributes of applicants other than strictly academic ability. They include information about an applicant's extracurricular activities and work experiences that helps to describe the applicant more fully than is possible if high school grades and test scores alone are considered. Willingham and Breland (1982) conducted a study of the use of personal qualities in college admissions and Willingham (1985) examined the relationship of personal qualities to college success. These studies indicated that personal qualities held promise as useful factors to consider in admissions decisions and suggested increased use of them. Table 4.13, however, suggests a decreasing use of some personal qualities at four-year institutions from 1979 to 1992, but an increasing use of others.

The importance of work experience, in particular, appears to have declined. In 1979, 46 percent of four-year public and 64 percent of four-year private institutions responded that work experience was often or sometimes important in admissions decisions. By 1992, these percentages had decreased to 34 and 51 percent, respectively. A similar, but less pronounced decline, occurred for motivation or initiative, although the change for private institutions is not statistically significant. The importance of some personal qualities appears to have increased to some degree, although not consistently for both public and private institutions. The

TABLE 4.14

Academic Qualifications of Applicants, Accepted Applicants, and Enrolled Freshmen at Four-year Institutions, 1985 and 1992

Measure/Group	Four-year Public				Four-year Private			
	Number of		Mean		Number of		Mean	
	1985	1992	1985	1992	1985	1992	1985	1992
High School GPA								
Applicants	66	71	2.8	2.8	165	174	2.9	2.9
Accepted	72	85	3.0	3.0	184	180	3.0	3.0
Enrolled	161	170	3.0	3.0	332	369	3.0	3.0
ACT Composite								
Applicants	50	69	18.2	20.6	117	128	20.3	22.5
Accepted	58	69	19.2	21.4	135	123	21.9	23.2
Enrolled	170	182	19.6	21.2	332	369	21.0	22.4
SAT-Verbal								
Applicants	91	69	433	443	180	154	456	475
Accepted	100	77	458	467	210	153	483	491
Enrolled	176	158	455	454	441	363	466	466
SAT-Math								
Applicants	91	69	477	501	179	155	492	521
Accepted	100	77	507	521	210	154	512	537
Enrolled	176	158	500	510	441	367	496	506

importance of "compatibility between institutional qualities and student characteristics or needs" (as the question was worded) increased at private institutions from 76 percent in 1979 to 84 percent in 1992. None of the other changes in Table 4.13 are statistically significant.

The majority of four-year public institutions responding in 1992 indicated that most personal qualities were "not important factors" in admissions decisions. Fully 63 percent indicated that community activities were not important factors and 61 percent responded that work experience was not important. Private institutions have traditionally been more likely to consider personal qualities. In 1992, only 12 percent reported that motivation or initiative was not an important factor in admissions decisions. Even with their generally positive view of the use of personal qualities, 46 percent of private institutions reported in 1992 that work experience was not an important factor.

Trends in Academic Qualifications of Students

Table 4.14 shows the academic qualifications of applicants, accepted applicants, and enrolled freshmen with respect to mean high school GPA, ACT composite scores, and SAT verbal and mathematical scores. The high school GPAs of accepted applicants and enrolled freshmen were slightly higher than those of applicants in both 1985 and 1992, which would be expected. ACT composite score means were higher for all groups in 1992, possibly a result of the change in the ACT reporting scale. SAT verbal scores were higher in 1992 for both applicants and accepted students at both public and private institutions. But mean SAT verbal scores for enrolled freshmen appear not to have changed at all between 1985 and 1992. This is possibly a result of the low institutional response rate for this question, but it may be related to application rates. For example, if higher-scoring students applied at a greater rate than did lower-scoring students, that could explain higher test scores for applicants and accepted applicants. Enrolled freshmen were only counted once, however, and thus the artificially inflated score averages for applicants and accepted applicants (due to higher application rates for higher-scoring students) disappear. For both years, the SAT verbal scores of accepted applicants were higher than those of applicants, as would be expected.

Unlike SAT verbal scores, there is some indication that the SAT mathematical score averages of enrolled freshmen increased slightly between 1985 and 1992. This is consistent with the trend toward more stringent high school course requirements discussed previously (see Table 4.1) and with the increase in years of mathematics study reported by students taking the ACT and SAT.

5. Enrollment

In 1985 and 1992, four-year institutions were asked to provide the numbers of first-time freshmen entering in those years as well as the numbers for particular racial/ethnic groups. The two-year institutional surveys asked a similar question, but the numbers requested were for first-time students in degree-granting programs. In the tables in this section of the report, the term "first-time enrollment" is used to describe the data obtained from both two- and four-year institutions. All institutions did not provide complete racial/ethnic group data and, accordingly, ethnic group totals do not add up to the overall totals. The 1992 surveys added males and females, as well as international students, as additional categories. This section also analyzes acceptance rates (the proportion of applicants accepted), yield rates (the proportion of accepted applicants who enrolled), and qualifications of applicants, accepted applicants, and enrolled students.

First-time Enrollment at Two- and Four-Year Institutions

Table 5.1 estimates first-time Fall 1992 enrollment figures for the 1,934 institutions reporting enrollment data on the 1992 survey. A total of 1,864,984 first-time students was estimated to be enrolled in these institutions, with 1,017,165 in two-year public, 50,162 in two-year private, 518,418 in four-year public, and 279,239 in four-year private institutions. As in 1985, the majority of these students were enrolled in two-year public institutions (51 percent in 1985 and 54 percent in 1992). Only 3 percent of first-time Fall 1992 students were enrolled in two-year private institutions (compared to 4 percent in 1985). Twenty-eight percent were enrolled in four-year public institutions (compared to 30 percent in 1985), and 15 percent in four-year private institutions in both 1985 and 1992. These percentages are similar to those obtained in The College Board's *Annual Survey of Colleges* for these same years (College Board 1986, 1994).

Given that, to some degree, different institutions responded in 1985 and 1992, comparisons of data collected in the two survey years are best based on average first-time enrollments. Table 5.2 compares average first-time enrollment figures for 1985 and 1992 in the four institutional sectors and for racial/ethnic groups. Average first-time enrollment reported by two-year public institutions increased slightly between 1985 and 1992, while that for the other three institutional sectors declined. This same pattern appeared in The College Board annual surveys for these years (College Board 1986, 1994). These average figures are reasonably consistent with other estimates of total enrollment for 1985 and 1992, although all estimates of total enrollment do not agree. The U.S. Department of Education (1993a) reported declines in first-time enrollment between 1985 and 1991 (the last year for which data were available) in all four institutional sectors, while The College Board reported declines in all sectors except two-year public institutions, where its data showed a substantial increase in enrollment. These differences are probably related to variations in the definitions and inclusiveness of the institutional categories used.

Table 5.2 indicates that, at two-year public institutions, average first-time enrollment increased for Asian American and Hispanic students, decreased for black and white students, and remained the same for American Indian students. Comparisons of the 1985 and 1992 figures for two-year private institutions are questionable because of the relatively low response rate from these institutions in 1992, but a decline in average first-time reported enrollment occurred for all groups except American Indian and Asian American students.

Average first-time enrollment reported by four-year public institutions declined for black and white students but increased for American Indian, Asian American, and Hispanic students. The average Asian American first-time enrollment figures reported by four-year public institutions increased by almost 40 percent between 1985 and 1992 and that of Hispanic students increased by more than 30 percent. Responses from four-year private institutions were similar to those from four-year public. Average black and white first-time enrollment figures declined while those for American Indian, Asian American, and Hispanic students increased. Both Asian American and Hispanic enrollment figures increased by almost 70 percent. With the exception of the trends for black students, these trends are in agreement with data

TABLE 5.1
First-time Fall 1992 Enrollment at Responding Institutions

Group	Two-year		Four-year		Total
	Public	Private	Public	Private	
Total	1,017,165	50,162	518,418	279,239	1,864,984
Male	402,976	22,262	209,816	119,583	754,637
Female	<u>492,527</u>	<u>27,334</u>	<u>231,200</u>	<u>136,217</u>	<u>887,278</u>
SUBTOTAL	895,503	49,596	441,016	255,800	1,641,915
American Indian	8,910	792	3,702	1,145	14,549
Asian American	25,688	724	24,735	13,082	64,229
Black	83,232	4,936	39,650	16,128	143,946
Hispanic	59,236	1,363	23,554	10,708	94,861
White	551,740	32,470	299,336	167,457	1,051,003
International		1,337	6,841	9,511	17,689
Other	<u>9,577</u>	<u>726</u>	<u>4,924</u>	<u>3,129</u>	<u>18,356</u>
SUBTOTAL	738,383	42,348	402,742	221,160	1,404,633

Notes: Summary data for this table were obtained from responses to questions 15 and 22 of the two- and four-year questionnaires, respectively. The figures for two-year public institutions were estimated (see Technical Note 3, Appendix D), but no estimate was made for international students at two-year public institutions. Subgroup totals do not add up to the overall totals because fewer institutions reported subgroup data.

TABLE 5.2

Average First-time Enrollment at Two- and Four-Year
Institutions, by Type of Control, 1985 and 1992

Group		Two-year				Four-year			
		Public		Private		Public		Private	
		1985	1992	1985	1992	1985	1992	1985	1992
Total	Avg.	1,518	1,577	354	309	1,548	1,444	386	364
	Inst.	642	645	198	162	365	359	748	768
American Indian	Avg.	18	18	10	13	11	14	2	3
	Inst.	469	495	117	60	240	268	425	419
Asian American	Avg.	49	52	8	8	68	93	15	25
	Inst.	472	494	127	89	243	267	472	518
Black	Avg.	165	153	43	39	146	140	32	28
	Inst.	522	544	147	125	262	282	526	569
Hispanic	Avg.	93	118	19	14	67	88	12	20
	Inst.	487	502	138	99	249	267	471	535
White	Avg.	1,147	980	244	242	1,349	1,092	315	286
	Inst.	522	563	153	134	264	274	537	585
International	Avg.	—	—	—	16	—	29	—	19
	Inst.	—	—	—	81	—	238	—	488
Other	Avg.	78	61	57	52	56	48	14	21
	Inst.	324	157	65	14	167	102	264	148

Notes: 1992 summary data for this table were derived from responses to questions 15 and 22 of the two- and four-year questionnaires, respectively. Averages for two-year public institutions were estimated (see Technical Note 3, Appendix D). International students were not included in the 1985 survey, and an average enrollment figure for them was not estimated for two-year public institutions in 1992. Figures for "Other" are not comparable for 1985 and 1992 because of the inclusion of international students in 1992.

reported by the U.S. Department of Education (1993a). Federal government estimates showed increased college enrollment between October of 1985 and October of 1992 for black students who graduated from high school during the preceding 12 months. U.S. Department of Education estimates also showed an overall increase in undergraduate enrollment for black students between 1985 and 1992, although these increases are proportionally less than the increases for American Indian, Asian American, and Hispanic students.

Table 5.3 shows subgroup representation among enrolled freshmen in 1985 and 1992 based on the figures presented in Table 5.1. Overall, these percentages indicate increases in representation for all ethnic groups except white students, although the increases for American Indian and black students are somewhat less than those for Asian American and Hispanic students. American Indian, Asian American, and Hispanic student representation increased in all sectors except the two-year private. Black student representation increased at

TABLE 5.3

**Subgroup Representation among Enrolled Freshmen at
Two- and Four-year Institutions,
1985 and 1992**

Subgroup	Two-year				Four-year				Total	
	Public		Private		Public		Private		Total	
	1985	1992	1985	1992	1985	1992	1985	1992	1985	1992
Male	—	45.0	—	44.9	—	47.6	—	46.7	—	46.0
Female	—	55.0	—	55.1	—	52.4	—	53.2	—	55.0
American Indian	1.0	1.2	2.2	1.9	0.6	0.9	0.4	0.5	0.9	1.0
Asian American	3.0	3.5	2.0	1.7	3.8	6.1	3.5	5.9	3.2	4.6
Black	11.0	11.3	12.1	11.6	8.7	9.8	8.2	7.3	10.0	10.2
Hispanic	5.0	8.0	5.0	3.2	3.8	5.8	2.8	4.8	4.8	6.8
White	76.0	74.7	71.5	76.7	81.0	74.3	83.1	75.7	78.3	74.8
International	—	—	—	3.2	—	1.7	—	4.3	—	1.3
Other	3.2	1.3	7.1	1.7	2.1	1.2	1.9	1.4	2.8	1.3

Notes: 1992 summary data for this table were derived from responses to questions 15 and 22 of the two- and four-year questionnaires, respectively. Percentages were computed from the enrollment estimates presented in Table 5.1. Figures for "other" are not comparable for 1985 and 1992 because of the inclusion of international students in 1992.

public and decreased at private institutions. White student representation decreased in all sectors except at two-year private institutions. For all institutional sectors combined, these changes in proportional representation were consistent with changes in proportional representation for all undergraduate students reported by the U.S. Department of Education (1993a).

Enrollment at Four-Year Institutions

Enrollment at an institution of higher education culminates a complicated decision-making process through which a student makes a decision to apply to an institution (or several institutions), the institution decides whether to accept or reject the application, and (if accepted) the student finally decides whether or not to enroll. This decision-making process occurs in a complex environment of institutional recruiting practices, student and parent perceptions of institutions, institutional cost comparisons, financial aid offers, student loans, application fees, enrollment deposits, admissions test score requirements, and other factors. The final outcome is difficult to predict for any given student or for the aggregate of applicants. Institutions usually have in mind the number of students they want to enroll, and their rates of acceptance are intended to produce that number. An institution, however, is never certain how many of those accepted will enroll.

TABLE 5.4
Enrollment Analyses for Four-year Institutions,
by Student Subgroup, 1985 and 1992

Institutional Type/Subgroup	Total Accepted		Total Enrolled		Yield Rate	
	1985	1992	1985	1992	1985	1992
<u>Four-year Public</u>						
Total	942,437	1,109,858	518,717	493,603	55	44
Male		371,178		169,110		44
Female		410,493		179,945		44
American Indian	2,704	4,712	1,744	2,359	64	50
Asian American	22,779	55,232	11,585	19,641	51	36
Black	46,913	66,796	27,671	29,593	59	44
Hispanic	20,607	40,601	12,626	16,964	61	42
White	454,440	500,061	250,732	216,431	55	43
International		10,571		4,192		50
Other	18,625	9,488	6,484	3,348	35	35
<u>Four-year Private</u>						
Total	595,468	680,189	268,718	260,538	45	38
Male		261,618		96,916		37
Female		296,110		110,221		37
American Indian	961	1,367	633	670	66	49
Asian American	12,402	28,178	5,631	9,394	45	33
Black	21,670	24,505	10,555	8,923	49	36
Hispanic	8,871	18,583	4,288	6,709	48	36
White	289,850	259,405	131,604	94,567	45	36
International		15,470		5,838		38
Other	5,771	6,288	2,592	1,850	45	29

Notes: 1992 summary data for this table were obtained from question 22 of the four-year questionnaire. Enrollment figures given here are lower than those in Table 5.1 because the analysis required that institutions provide *both* acceptance data and enrollment data. Figures for "other" are not comparable for 1985 and 1992 because of the inclusion of international students in 1992.

TABLE 5.5
Application, Acceptance, and Yield Rates
for Four-year Institutions, by Sex and Racial/Ethnic Group,
1985 and 1992

Institutional Type/Subgroup	Applications per Enrolled Freshman		Percentage of Applicants Accepted		Percentage of Accepted who Enrolled (Yield Rate)	
	1985	1992	1985	1992	1985	1992
<u>Four-year Public</u>						
Total	2.5	3.2	72	68	55	44
Male	---	3.2	--	65	--	44
Female	---	3.1	--	70	--	44
American Indian	2.0	2.8	76	69	64	50
Asian American	2.9	4.5	66	64	51	36
Black	2.6	4.0	65	58	59	44
Hispanic	2.3	3.8	69	64	61	42
White	2.5	3.3	72	69	55	43
International		5.3		48		40
Other	4.7	4.3	61	63	35	35
<u>Four-year Private</u>						
Total	3.6	3.9	62	68	45	38
Male		4.2		64		37
Female		3.8		69		37
American Indian	2.3	3.2	63	66	66	49
Asian American	4.5	5.1	48	56	45	33
Black	3.3	4.3	61	63	49	36
Hispanic	3.5	4.1	59	65	48	36
White	3.6	4.0	60	68	45	36
International		6.3		42		38
Other	4.8	6.7	46	55	45	29

Note: 1992 summary data for this table were obtained from responses to question 22 of the four-year questionnaire.

Table 5.4 compares acceptances, enrollments, and yield rates for different subgroups in 1985 and 1992 at four-year institutions. Table 5.4 shows that, overall, more students were accepted by responding institutions in 1992 than in 1985 but that fewer students enrolled. This observation holds for both public and private institutions. The reason for this anomaly is the change in yield rates between 1985 and 1992. The overall yield rate for four-year public institutions declined from 55 percent in 1985 to 44 percent in 1992. For private institutions, the yield rate declined from 45 percent in 1985 to 38 percent in 1992. These yield rates are in close agreement with those reported in The College Board's *Annual Survey of Colleges* for the same years (College Board 1986, 1994), which showed declines from 56 to 44 percent at public and from 47 to 39 percent at private institutions.

Total acceptances increased for all subgroups (ignoring "other") at both public and private institutions with the exception of white students applying to private institutions, for whom total acceptances declined. Total student enrollments increased for all categories except for white students enrolling at public institutions and black and white students enrolling at private institutions. Yield rates were highest for American Indian students in both years and at both public and private institutions. Yield rates were lowest for Asian American students in 1992, ignoring "other." The largest declines in yield rates were for Hispanic students at public institutions (19 percent) and for American Indian students at private institutions (17 percent). There were no differences in yield rates for males and females in 1992.

It may be hypothesized that declining yield rates are related to an increase in application rates (applications per enrolled freshman) because the more applications to different institutions that any given student submits the less likely it is that the student will enroll at any one of the institutions applied to. It may also be hypothesized that declining yield rates are related to acceptance rates because, as an institution accepts greater proportions of applicants, its perceived quality declines and students are less likely to enroll at that institution. Table 5.5 examines these two hypotheses by juxtaposing application, acceptance, and yield rates for 1985 and 1992.

The application rates shown in Table 5.5 appear to be related inversely to yield rates, and this is true for both public and private institutions. For public institutions, the overall application rate increased from 2.5 to 3.2 applications per enrolled freshman (a 28 percent increase), while the yield rate decreased from 55 to 44 percent (a 20 percent decrease). For private institutions, the overall application rate increased from 3.6 to 3.9 applications per enrolled freshman (an 8 percent increase), while the yield rate decreased from 45 to 38 percent (a 16 percent decrease).

The inverse relationship between application rates and yield rates becomes more dramatic when the subgroups are examined. At public institutions, the application rates of Asian American and Hispanic students increased substantially between 1985 and 1992, and their yield rates declined more than those of other groups. The Asian American student application rate increased from 2.9 to 4.5 (a 55 percent increase), while the yield rate for this group declined from 51 to 36 percent (a 29 percent decrease). The Hispanic student application rate increased from 2.3 to 3.8 (a 65 percent increase), while the yield rate for Hispanic students decreased from 61 to 42 percent (a 31 percent decrease). The inverse relationship between application rates and yield rates can also be observed within survey years. At public institutions, American Indian students had the lowest application rates for both survey years and the highest yield rates for both years. Except for "other" and international students, Asian American students had the highest application rates and the lowest yield rates at public institutions.

American Indian students also had the lowest application rates at private institutions for both survey years and the highest yield rates for both years. Except for "other" and international students, Asian American students generally had the highest application rates and the lowest yield rates in the private sector for both years (Asian American and white students both had 45 percent yield rates in 1985). In 1992, "other" students had the highest application rate (6.7) and the lowest yield rate (29 percent) at private institutions.

The second hypothesis, that declining yield rates are related to acceptance rates, does not appear (from the data of Table 5.5) to be verified. Acceptance rates decreased at public institutions and increased at private,

TABLE 5.6

Trends in Application, Acceptance, and Yield Rates
at Four-year Institutions from 1982 to 1992

Institutional Type and Year	Applications per Enrolled Freshman	Percentage of Applicants Accepted	Percentage of Accepted who Enrolled (Yield Rate)
<u>Four-year Public</u>			
1982	2.4	70	58
1983	2.4	72	56
1984			
1985	2.4	73	56
1986	2.7	68	54
1987	2.9	65	52
1988	3.1	64	50
1989			
1990	3.2	66	48
1991			
1992	3.4	68	44
<u>Four-year Private</u>			
1982	3.3	64	48
1983	3.3	64	48
1984			
1985	3.4	62	47
1986	3.5	62	47
1987	3.7	60	45
1988	3.9	59	44
1989			
1990	3.9	64	41
1991			
1992	3.9	65	39

Note: Summary data for this table were obtained from the College Board's *Annual Survey of Colleges* for the years 1982 to 1992.

and yet yield rates declined for both. In some specific categories (e.g., black students at private institutions), acceptance rates changed very little while yield declined substantially.

To obtain a broader perspective on the issue of declining yield rates, Table 5.6 was prepared from data collected in The College Board's *Annual Survey of Colleges* over a 10-year period. At four-year public institutions, yield rates declined from 58 percent in 1982 to 44 percent in 1992. At four-year private institutions, the decline was from 48 to 39 percent over the same time period. At both public and private

institutions, application rates increased fairly steadily from 1982 to 1992. Acceptance rates increased and then decreased at public institutions, while they decreased and then increased at private institutions. Over this longer period of time, the data show an inverse relationship between yield rates and application rates but no relationship between yield rates and acceptance rates.

From these aggregate analyses, it is difficult to conclude that acceptance rates have any relationship to yield rates, even though there may be such a relationship for individual institutions. Most probably, any relationship between acceptance rate and yield would be one in which lower yield rates would lag several years behind lower acceptance rates as an institution's image declined because of the lower acceptance rate. Yield rates are obviously related to factors other than application rates. Economic conditions, employment opportunities, military recruitment, institutional recruiting practices, financial aid offers, the cost of education, and follow-up activities of institutions after accepting a student, for example, could all affect yield rates. But of the factors examined here, increasing application rates would appear to be one cause of decreasing yield rates.

6. Recruitment, Marketing, And Financial Aid

Recruitment, marketing, and financial aid are closely aligned with the admissions process on most campuses, encompassing more than economic considerations of student supply and demand. In his book-length essay, *College Admissions and the Public Interest* (1966), B. Alden Thresher, economist and director of admissions at Massachusetts Institute of Technology, referred to the "great sorting" as a complex social process, not fully understood by those most closely touched by it—students, parents, advisers, educators, and even admissions officers. He described the sorting process in terms of choices and decisions that take place largely outside the admissions office, influenced in part by "calculations and estimates projected a generation into the future" and in part by "beliefs, opinions, whims, ancient loyalties, and areas of ignorance scarcely amenable to rational estimate" (p. 3). Recruitment and marketing seek to lend benign influence to this process, providing information for those who need to choose and decide.

Overview of Recruitment Practices

The three surveys of admissions practices, conducted in 1979, 1985, and 1992, asked institutions to indicate on a four-point scale how frequently each of six categories of institutional representatives made visits to high schools as part of the recruiting process.

Table 6.1 shows the percentages of institutions reporting "very frequent" visits to high schools by each representative listed. Eighty percent of the institutions responding to the most recent survey (1992) indicated that admissions office or high school relations staff far more frequently made high school visits than staff in the other five categories, a practice that changed very little from that observed in the 1979 and 1985 surveys. However, among the four sectors, visits to high schools by admissions staff at two-year private institutions declined slightly between 1979 and 1992 (from 80 to 73 percent), while visits by admissions staff at four-year public institutions increased slightly during this time period (from 84 to 93 percent). Overall, 11 percent of the institutions reporting recruiting visits to high schools in 1992 indicated that such visits included coaches, band directors, and activity advisers, but the pattern of such visits was uneven among the four sectors. In 1992, four-year public institutions were more likely than four-year private (18 percent compared to 11 percent) to send coaches, band directors, and activity advisers on recruiting visits to high schools. Similarly, two-year public institutions were more likely than two-year private to do so (8 percent compared to 5 percent, respectively). The remaining four categories of institutional representatives made visits to high schools "very frequently" at no more than 6 percent of all reporting institutions.

Table 6.2 and Figure 6.1 provide a summary of the percentages of responding institutions that reported "very frequent" use of various recruitment devices in 1985 and 1992. In 1992, the percentage of institutions reporting visits to high schools by admissions office and high school relations staff for recruitment purposes was almost as large as that for visits to campus by prospective students and their families (81 percent compared to 82 percent, respectively). At two-year public institutions, campus visits by prospective students and their families increased by 11 percent from 1985 to 1992 (51 percent compared to 62 percent).

Direct mailings to prospective students ranked third as a recruiting practice in 1992, and was reported by 72 percent of all institutions in both 1985 and 1992. At least half of the institutions in all four sectors reported very frequent use of direct mailings (85 percent of four-year private, 73 percent of four-year public, 69 percent of two-year private, and 57 percent of two-year public institutions).

On average, college nights in which several institutions are invited to participate ranked fourth in 1992 in terms of very frequent use (72 percent of four-year private, 82 percent of four-year public, 51 percent of two-year private, and 46 percent of two-year public institutions). Although used very frequently by 63 percent

TABLE 6.1

Institutions Reporting "Very Frequent" Visits to High Schools by Institutional Representatives, 1979, 1985, and 1992

Representatives	Year	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Percentage						
Admissions Office or High School Relations Staff	1979	67	80	84	82	78
	1985	75	76	88	83	81
	1992	75	73	93	80	80
Current Students	1979	2	4	5	5	4
	1985	4	3	4	4	4
	1992	5	3	6	4	5
Faculty	1979	4	2	4	3	3
	1985	7	3	4	1	4
	1992	5	1	4	2	3
Alumni	1979	1	2	1	3	2
	1985	1	1	3	2	2
	1992	<1	1	4	3	2
Paid Recruiters	1979	1	4	1	1	1
	1985	2	4	1	<1	1
	1992	<1	3	1	2	1
Coaches/Band Directors/Activity Advisers	1979	14	5	24	12	15
	1985	13	7	18	11	13
	1992	8	5	18	11	11
Other	1979	8	2	2	3	4
	1985	4	<1	1	<1	2
	1992	4	1	2	<1	2
Number of Institutions Responding to Questionnaire						
	1979	401	81	333	648	1,463
	1985	745	218	413	827	2,203
	1992	705	169	366	874	2,024

Notes: 1992 summary data for this table were obtained from responses to questions 20 and 29 of the two- and four-year questionnaires, respectively. Percentages are based on the total number of institutions responding to the questionnaire (see Technical Note 5, Appendix D). For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.

of all institutions in 1992, participation in college nights declined slightly in all four sectors from 1985 to 1992.

In all four sectors, the use of telephone calls to prospective students increased from 1985 to 1992, but the private sector was much more likely than the public to use this device. Overall, nearly half of all institutions reported very frequent use of toll-free telephone lines for incoming calls, although more four-year private institutions (67 percent) used this device than any other sector. Two-year public institutions were least likely to use toll-free lines (27 percent).

The 1992 survey included two new recruiting practices, recruiting visits outside the local geographic area and outside the United States. As might be expected, more four-year institutions (60 percent of the private and 46 percent of the public) than two-year colleges (30 percent of the private and only 11 percent of the public) made very frequent recruiting visits outside their local geographic areas. Overall, recruiting outside the United States, though far less frequent than outside the local geographic area (4 percent compared to 38 percent, respectively), was used more by private than by public institutions.

College fairs that charge for participation have become slightly more popular in all but the two-year private sector since 1985. About half of the four-year public and private institutions (45 and 50 percent, respectively), just over a third of the two-year private institutions (35 percent), but less than a fifth of the two-year public institutions (18 percent) reported very frequent use of this recruiting practice in 1992.

Close to one-third (32 percent) of all institutions reported advertising in local newspapers. Also, one-fourth (26 percent) used promotional audio/visual presentations. About one-fifth invited high school personnel to visit the campus (21 percent), advertised on commercial radio or television (20 percent), or conducted computer searches (19 percent) for recruiting purposes. Smaller percentages reported using advertising on public radio and television (14 percent) or advertising in magazines (12 percent). Inviting students and families to noninstitutional central locations, used by an average of only 12 percent of institutions, was on the rise among private institutions and on the decline among public. Two-year public colleges were two to three times as likely as institutions in the other sectors to make very frequent use of displays or booths at central locations such as malls (15 percent compared to 5 to 9 percent in the other sectors). Other recruiting devices frequently used by small percentages of institutions included advertising on billboards or in buses and subways (7 percent) and advertising in high school newspapers (7 percent).

Although there were overall increases from 1985 to 1992 in the very frequent use of six of the recruiting devices listed in Table 6.2, only four increased for all four institutional sectors: 1) visits to campus by prospective students and their families (75 percent overall in 1985 compared to 82 percent overall in 1992); 2) telephone calls to prospective students (43 percent compared to 53 percent); 3) advertising on public radio and television (8 percent compared to 14 percent); and 4) advertising in magazines (10 percent compared to 12 percent).

Institutions were also asked to write in any recruiting practices not listed. Two-year public institutions named community college newspapers, church publications, national newspapers, student search programs, mobile recruiting programs, bus tours, speakers' bureaus, home visits, high school lists, booths at powwows, programs on campus for students in kindergarten through ninth grade, sponsorship of community teams, young scholars programs, telephone registration, newsletters, middle school visits, county-wide mailing of schedules and tabloids, boxholder mailings, and formation of special interest groups. Two-year private colleges listed distribution of fliers, presentations at high schools, portfolio days, phone book advertising, word of mouth, receptions in homes of alumni, cafeteria visits, slide shows, athletic programs, college guides and magazines, national newspapers, college guidance publications, open houses at school, trade conventions, trade journals, weekend experiences, and educational consultants. Four-year public institutions reported using guidebooks, alumni receptions, recommendations by alumni, academic achievement awards, search services, college newspapers, rating books, and in the words of one respondent, other procedures "too numerous to specify." Four-year private institutions listed church and synagogue publications, college guides, search services, home visits, camps, announcements and posters in high schools, Fax information, public concerts, conventions,

TABLE 6.2

Institutions Reporting "Very Frequent" Use of Various Recruiting Practices, 1985 and 1992

Recruiting Practices	Year	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
		N	%	N	%	N	%	N	%	N	%
Visits to High Schools by Admissions Office or High School Relations Staff ^a	1985	736	75	214	76	405	88	818	83	2,173	81
	1992	695	76	168	73	364	94	779	81	2,006	81
Visits to Campus by Prospective Students and Their Families	1985	741	51	216	82	409	82	820	91	2,186	75
	1992	697	62	167	88	362	91	780	94	2,006	82
Visits to Campus by High School Personnel	1985	738	25	216	17	408	26	816	16	2,178	21
	1992	697	28	167	19	365	21	779	15	2,008	21
Recruiting Visits Outside Local Geographic Area ^b	1985	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b
	1992	686	11	169	30	360	46	773	60	1,988	38
Recruiting Visits Outside the United States ^b	1985	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b
	1992	696	<1	165	3	363	<1	775	8	1,999	4
College Nights to which Several Institutions Are Invited	1985	737	50	215	58	409	87	812	75	2,173	67
	1992	692	46	168	51	361	82	776	72	1,997	63
College Fairs that Charge for Participation	1985	722	13	212	36	403	36	810	43	2,147	31
	1992	698	18	168	35	364	45	780	50	2,010	37
Visits to Noninstitutional Central Locations with Interested Students/ Families Invited	1985	734	5	211	9	407	15	814	19	2,166	13
	1992	691	3	167	12	363	11	774	21	1,995	12
Displays, Booths in Central or Public Locations, Malls	1985	739	26	213	14	407	12	815	7	2,174	15
	1992	701	15	169	7	365	8	777	6	2,012	9
Direct Mailings to Prospective Students	1985	732	59	215	68	404	75	810	84	2,161	72
	1992	698	57	169	69	364	73	781	85	2,012	72
Telephone Calls to Prospective Students ^c	1985	717	25	208	67	397	43	805	65	2,127	43
	1992	693	29	168	71	365	45	780	74	2,006	53

Table 6.2 (continued)

Recruiting Practices	Year	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
		N	%	N	%	N	%	N	%	N	%
Toll-free Lines for Incoming Calls ^{b,c}	1985	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b
	1992	692	27	166	47	364	47	780	67	2,002	48
On-line Information Services ^b	1985	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b
	1992	678	12	162	11	356	18	746	9	1,942	12
Advertising on/in:											
Billboards, Posters, Transit-Bus/Subways, etc.	1985	726	14	209	10	398	7	807	5	2,140	9
	1992	691	11	161	4	360	5	777	6	1,989	7
Commercial Radio/TV	1985	741	35	214	29	402	9	813	9	2,170	20
	1992	697	35	166	36	362	8	779	9	2,004	20
Public Radio/TV	1985	734	16	210	9	403	5	812	2	2,159	8
	1992	690	27	166	15	361	8	776	5	1,993	14
Local Newspapers	1985	741	64	211	47	405	17	814	17	2,171	36
	1992	693	53	168	45	361	14	774	19	1,996	32
High School Newspapers	1985	722	9	212	7	397	4	812	4	2,143	6
	1992	688	11	168	5	360	5	773	4	1,989	7
Magazines	1985	724	5	209	14	399	4	811	15	2,143	10
	1992	686	6	168	19	358	8	778	17	1,990	12
Promotional Audio/Visual	1985	717	15	208	17	407	20	805	24	2,137	20
	1992	689	14	164	28	358	32	770	33	1,981	26
Computer Searches ^b	1985	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b	— ^b
	1992	657	6	163	10	352	28	750	27	1,922	19

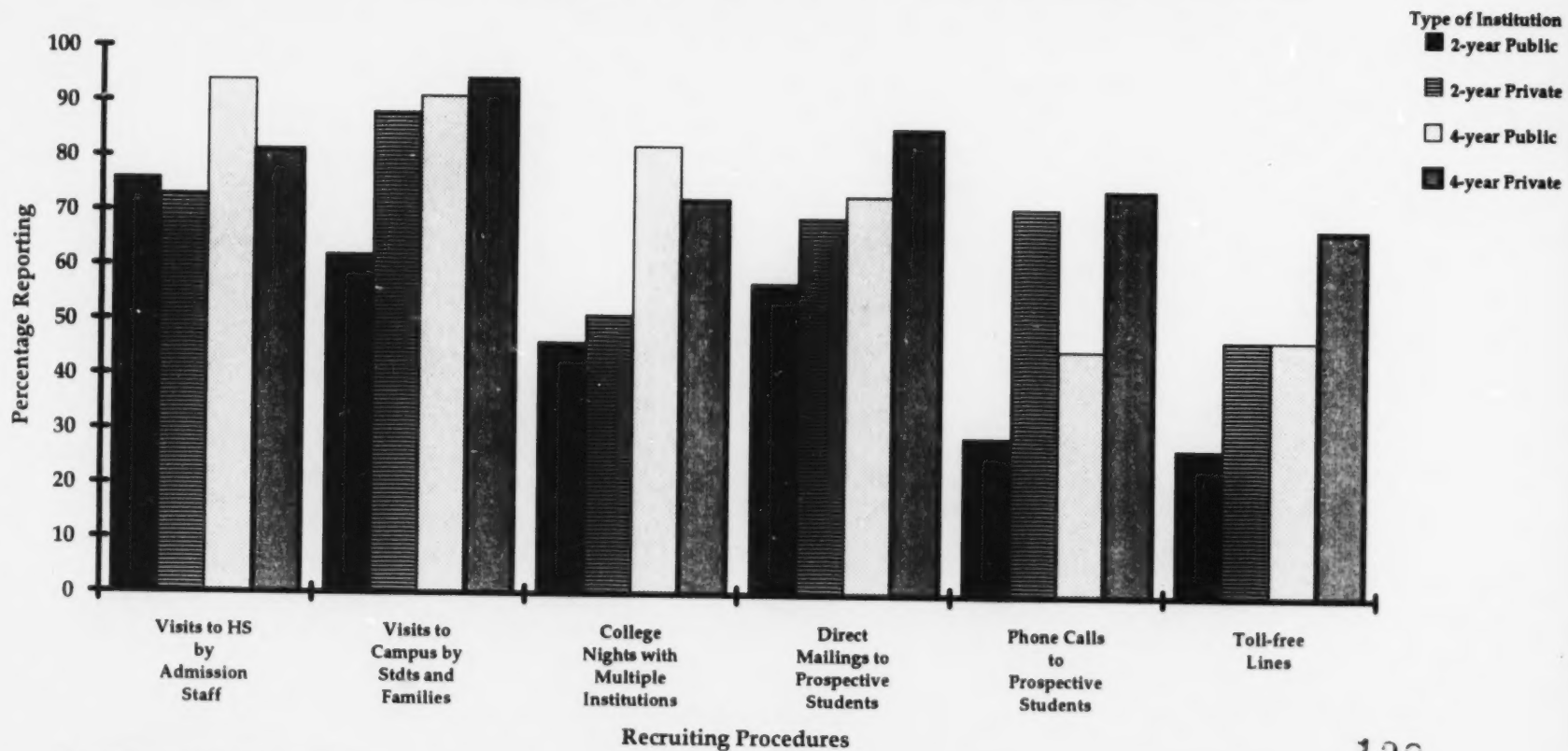
Notes: 1992 summary data for this table were obtained from responses to questions 18 and 20A and 27 and 29A of the two-year and four-year questionnaires, respectively. Comparable data were unavailable for 1979. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

^aDerived from a separate question about high school visits.

^bNot included in the 1985 questionnaire.

^cThese categories were combined in the 1985 questionnaires under "telephone calls ... or toll-free lines..."

Figure 6.1 Institutions Reporting "Very Frequent" Use of Selected Recruiting Practices, 1992



Note: The data for this figure appear in Table 6.2.

receptions in homes of alumni, referrals by staff and alumni, special weekends, telephone book yellow pages, and several variations on strategies listed in the questionnaire.

Direct Mail Services

As discussed earlier, nearly three-quarters of the respondents in both 1985 and 1992 reported that their institutions made use of direct mailings to prospective students. Institutions that reported using direct mail were asked which of six direct mail services they employed. The responses are shown in Table 6.3.

Forty-five percent of the respondents reported using the Student Search Service (SSS) of The College Board. Four-year public and private institutions reported greater use of the SSS (68 and 69 percent, respectively) than two-year public (9 percent) and two-year private colleges (32 percent). Three other direct mail services were used by 28 percent of the 1992 reporting institutions: ACT's Educational Opportunity Service, the National Merit/National Achievement Program, and state or local agency lists. In each of the four sectors, a larger percentage of respondents in 1992 than in 1985 reported using ACT's Educational Opportunity Service. The largest increases in the use of direct mail services occurred among four-year public institutions (41 percent compared to 35 percent in 1985) and four-year private institutions (39 percent compared to 34 percent in 1985). Overall, fewer respondents in 1992 than in 1985 reported using the other two services. Caution should be exercised in interpreting these data, however, because of shifts in regional response patterns since the 1985 survey (see Table 1.3).

When asked to specify other direct mail services or mailing lists used, responding institutions reported using lists from high schools and churches and synagogues, lists of inquirers, and lists of area residents.

Special Recruiting Activities

Respondents were asked to review a list of various subgroups of prospective students and indicate whether special recruiting activities were directed toward them (see Table 6.4 and Figures 6.2 and 6.3). Because of a change in the wording of the question on the 1992 survey, no comparisons with prior data were possible, and only 1992 results are presented in the table.

More than half of the responding institutions directed special recruiting efforts toward academically talented students (67 percent), racial/ethnic minorities (67 percent), athletes (60 percent), adults (60 percent), and students with special talents such as art and music (51 percent). The degree of emphasis on these target groups varied from one sector to another. Four-year public institutions were more likely to actively recruit racial/ethnic minorities (91 percent), academically talented students (89 percent), athletes (81 percent), and students with special talents (71 percent) than were institutions in the other sectors. More than two-fifths of the four-year public institutions also actively recruited international students (48 percent) and disadvantaged students (44 percent).

Approximately half or more of the four-year private institutions reported special recruiting activities for academically talented students (77 percent), athletes (67 percent), racial/ethnic minorities (65 percent), students with special talents (59 percent), out-of-state students (59 percent), international students (59 percent), and relatives of alumni (49 percent).

More than half of the two-year public institutions actively recruited racial/ethnic minorities (66 percent), adults (65 percent), academically talented students (53 percent), and athletes (51 percent). Further, more than one-third of these institutions directed special recruiting efforts toward disadvantaged students (45 percent), part-time students (45 percent), students with special talents (36 percent), and students with disabilities (35 percent).

Two-year private colleges did relatively less active recruiting of special groups than did institutions in the other three sectors. Even so, a majority of two-year private colleges targeted adults (63 percent), and more

TABLE 6.3

Use of Various Direct Mail Services, 1985 and 1992

Mail Service/Mailing List	Year	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
		N	%	N	%	N	%	N	%	N	%
Educational Opportunity Service (ACT)	1985	697	10	197	17	379	35	764	34	2,037	25
	1992	637	12	157	18	332	41	734	39	1,860	28
Student Search Service (College Board)	1985	699	9	203	30	393	72	801	73	2,096	47
	1992	641	9	159	32	340	68	752	69	1,892	45
National Merit/National Achievement Program	1985	696	4	194	3	386	68	774	45	2,050	31
	1992	635	2	157	1	339	68	728	38	1,859	28
National Scholarship Service Fund for Negro Students (NSSFNS)	1985	692	4	192	2	386	54	770	29	2,040	23
	1992	635	1	157	0	332	52	722	22	1,846	18
Commercial Lists	1985	701	18	202	45	377	12	763	24	2,043	22
	1992	641	16	158	45	325	12	720	24	1,844	21
State or Local Agency Lists	1985	693	28	197	26	380	42	760	26	2,030	30
	1992	636	26	154	27	326	41	708	24	1,824	28

Notes: 1992 summary data for this table were obtained from responses to questions 19 and 28 of the two-year and four-year questionnaires, respectively. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

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TABLE 6.4

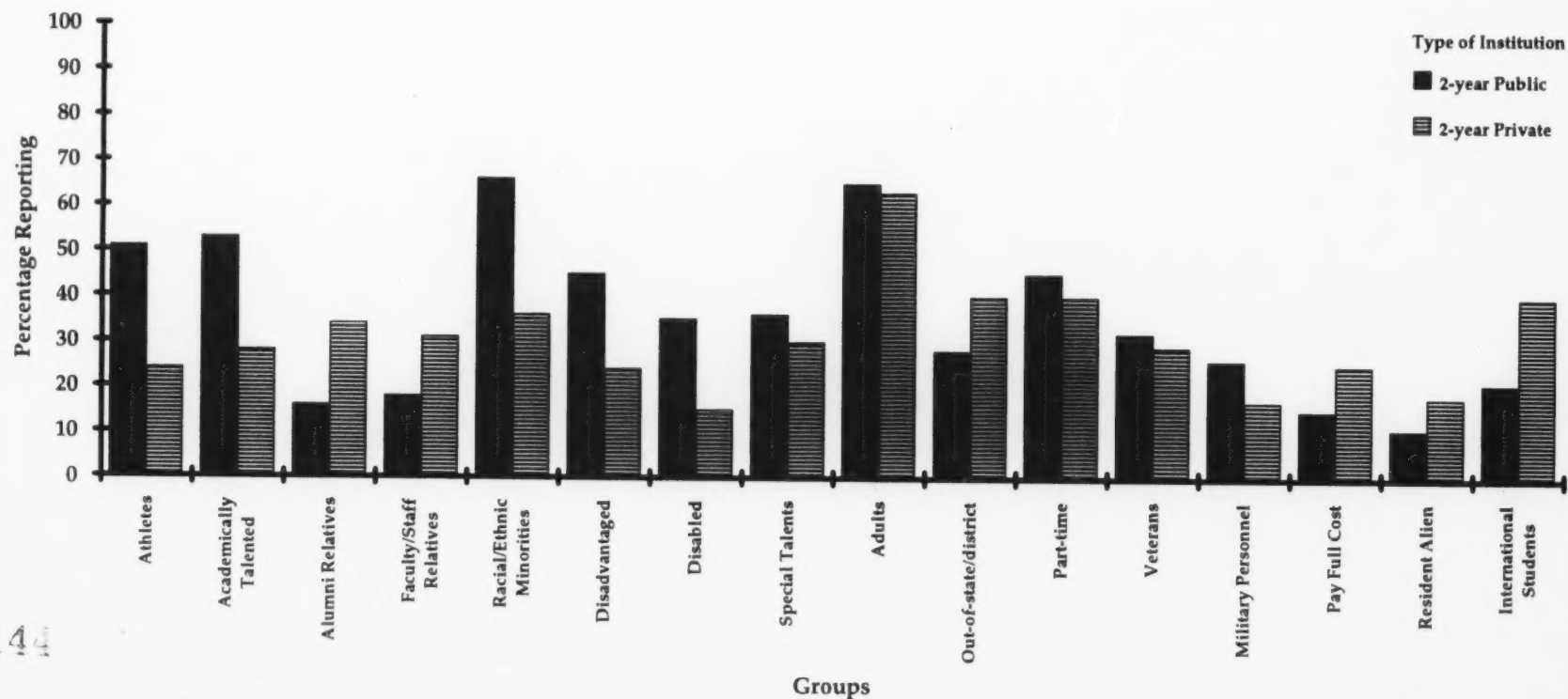
Special Recruiting Activities Targeting
Various Subgroups of Students, 1992

Group	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Percentage					
Athletes	51	24	81	67	60
Academically Talented	53	28	89	77	67
Alumni Relatives	16	34	33	49	33
Faculty/Staff Relatives	18	31	21	29	24
Racial/Ethnic Minorities	66	36	91	65	67
Disadvantaged (as distinct from racial/ethnic minorities)	45	24	44	24	35
Students with Disabilities	35	15	21	12	22
Students with Special Talents in Art, Music, etc.	36	30	71	59	51
Adults	65	63	59	55	60
Out-of-State/District	28	40	55	59	46
Part-time	45	40	25	29	35
Veterans	32	29	24	13	23
Military Personnel	26	17	26	14	21
Students Who Can Pay Full Cost	15	25	10	19	16
Resident Aliens*	11	18	— ^a	— ^a	12
International Students	21	40	48	59	42
Other	3	6	3	5	4
Number of Institutions Responding to Questionnaire					
	705	169	366	784	2,024

Notes: 1992 summary data for this table were obtained from responses to questions 21 and 30 of the two- and four-year questionnaires, respectively. Percentages are based on the total number of institutions responding to the questionnaire. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

*Not included in the questionnaire for four-year institutions.

Figure 6.2 Two-year Institutions Reporting Special Recruiting Activities for Various Subgroups of Students, 1992



Note: The data for this figure appear in Table 6.4.

than one-third recruited out-of-state or out-of-district students (40 percent), part-time students (40 percent), international students (40 percent), racial/ethnic minorities (36 percent), and relatives of alumni (34 percent).

Among the "other" groups targeted by two-year public colleges were women, parents, homemakers, and other nontraditional students. Two-year private college respondents also listed licensed practical nurses, linguistic minorities, those interested in a religious life, and students desiring professional/trade school training. Both four-year public and private institutions listed transfer students among their "other" target groups. Four-year private college respondents also listed women, church members, church workers, dislocated workers, allied health professionals, study-abroad students, and those interested in seeking special certificates (e.g., in addiction counseling).

1992 survey data permitted an examination of trends in special recruiting activities over the past five years. For each of the 15 recruiting activities (16 for two-year institutions) listed on the survey, respondents currently engaged in a particular activity were asked to indicate whether the level of recruiting was less than, about the same, or greater than it was five years ago. Table 6.5 presents the responses. Changes that occurred at institutions not currently engaged in a particular activity are not included in the table.

With respect to Tables 6.4 and 6.5, respondents who failed to answer either "no" or "yes" for each of the targeted groups, but who provided a response to the change-over-time portion of the question, were counted as "yes" responses in Table 6.4. And "no" responses for a particular group were omitted from the analysis of change over time for that group, even if institutions responded to that portion of the item.

To determine the average change index for those institutions currently engaged in special recruiting activities, each response was converted to -1, 0, or +1 to reflect a decrease, no change, or an increase in such activity over the past five years. For example, the response of an institution that reported an increase in the special recruitment of athletes over the past five years would be coded +1, while the response of an institution reporting a decrease in recruiting activity in this area would be coded -1. From these coded values, average change indexes were calculated for each target group/recruitment activity. A positive average change index for a particular recruitment activity indicates an aggregate increase in that activity across the responding institutions. An average change index near 1.0 indicates that nearly all institutions reported increased activity, while an average change index near 0.0 suggests that as many institutions reported decreases as reported increases. These average change indexes are presented in Table 6.5.

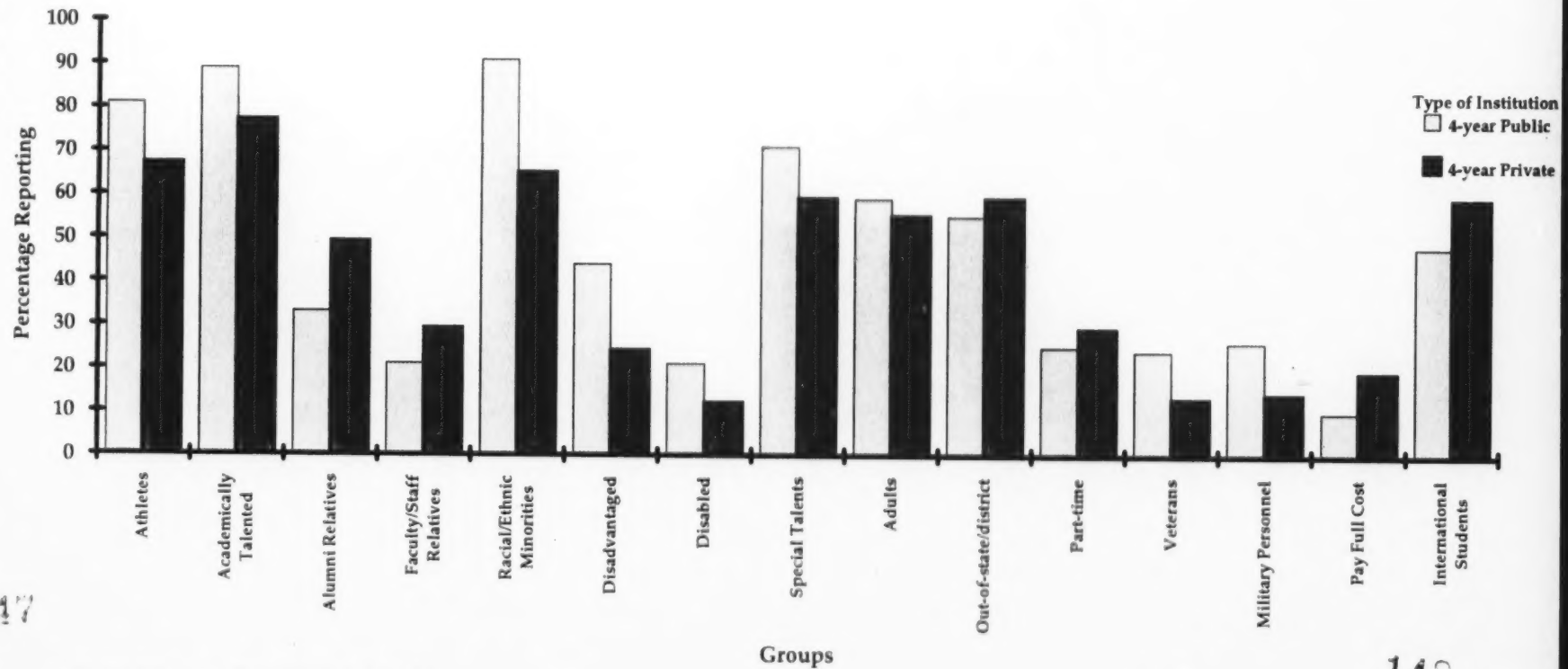
When asked to reflect on the five-year period preceding the 1992 survey, respondents from institutions currently engaged in special recruiting activities reported that the greatest increase in activity had occurred with respect to racial/ethnic minority groups (.67). Four-year institutions had larger average change indexes for recruiting racial/ethnic minorities (.78 for public and .70 for private) than did two-year institutions. The second largest overall change occurred with respect to academically talented students (.57), and the third largest change was for adults (.51). Other groups targeted for increased recruiting activity were international students (.50), out-of-district/out-of-state students (.46), disadvantaged students (as distinct from racial/ethnic minorities) (.44), and students with disabilities (.41). The lowest average change indexes were observed for veterans (.21) and relatives of faculty/staff (.21). Among two-year institutions, a low average change index was also calculated for resident aliens (.24).

Recruiting Range

Respondents were asked to choose one descriptor from a list of five (local, statewide, regional, national, or international) to define their recruiting range. They were also asked to indicate whether this range and the recruiting budget had changed over the past five years and, in the event of a change in the budget, to estimate the average percent of the change. Table 6.6 and Figure 6.4 summarize these responses.

Overall, the majority of institutions responding to the 1992 survey reported focusing on either local (32 percent) or regional (35 percent) recruiting. More than two-thirds of the two-year public colleges (70 percent) focused on local recruiting. One-third of the two-year private colleges (34 percent) engaged in local recruiting

Figure 6.3 Four-year Institutions Reporting Special Recruiting Activities for Various Subgroups of Students, 1992



Note: The data for this figure appear in Table 6.4.

TABLE 6.5
Trends in Special Recruiting
Activities over Past Five Years

Targeted Groups	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
	N ^a	Average Change	N ^a	Average Change	N ^a	Average Change	N ^a	Average Change	N ^a	Average Change
Athletes	351	0.21	40	0.53	286	0.41	516	0.47	1,193	0.38
Academically Talented	360	0.43	45	0.56	316	0.64	588	0.63	1,309	0.57
Alumni Relatives	100	0.16	50	0.22	114	0.28	372	0.38	636	0.31
Faculty/Staff Relatives	121	0.17	46	0.04	71	0.27	218	0.25	456	0.21
Racial/Ethnic Minorities	437	0.57	58	0.47	322	0.78	491	0.70	1,308	0.67
Disadvantaged (as distinct from racial/ethnic minorities)	298	0.48	39	0.36	159	0.43	178	0.41	674	0.44
Students with Disabilities	235	0.48	25	0.36	74	0.26	90	0.38	424	0.41
Students with Special Talents in Art, Music, etc.	241	0.22	45	0.49	253	0.38	453	0.48	992	0.39
Adults	432	0.44	92	0.53	206	0.46	415	0.61	1,145	0.51
Out-of-State/District	189	0.34	63	0.43	195	0.47	448	0.50	895	0.46
Part-time	304	0.31	62	0.40	88	0.31	214	0.44	668	0.36
Veterans	220	0.17	43	0.21	84	0.23	100	0.28	447	0.21
Military Personnel	176	0.32	24	0.33	93	0.33	109	0.34	402	0.33
Students Who Can Pay Full Cost	97	0.14	39	0.36	34	0.32	140	0.59	310	0.39
Resident Aliens	73	0.18	27	0.41	— ^b	— ^b	— ^b	— ^b	100	0.24
International Students	144	0.35	62	0.65	172	0.45	450	0.55	828	0.50
Other	20	0.25	9	0.33	8	0.38	34	0.65	71	0.47

Notes: 1992 summary data for this table were obtained from responses to questions 21 and 30 of the two- and four-year questionnaires, respectively. Average change is based on responses to the second part of the question. Those who responded "no" to the first part of the question but responded to the second part by providing a rating of 3, 4, or 5 were not included in the calculations. Average change is the mean of responses for those responding "yes" or who left the first part blank but provided a rating for the second part, where -1 = less than five years ago; 0 = about the same; and +1 = greater than five years ago.

^aIncludes only those institutions that conducted special recruiting activities for the group in question.

^bNot included in the questionnaire for four-year colleges.

TABLE 6.6

Trends in Recruiting Ranges and Budgets from 1985 to 1992

	Year	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
		N	%	N	%	N	%	N	%	N	%
(1) Recruiting Range	1985	737		217		409		822		2,185	
Local			72		33		10		6		31
Statewide			12		18		30		6		14
Regional			14		29		49		51		36
National			1		11		8		20		11
International			1		9		3		17		8
Recruiting Range	1992	699		168		362		781		2,010	
Local			70		34		12		7		32
Statewide			13		16		30		6		13
Regional			16		28		46		48		35
National			<1		13		9		20		11
International			1		10		3		19		9
(2) Recruiting Area over 5 years	1980-85	735		215		408		820		2,179	
• Has been broadened			42		60		75		72		61
	1987-92	698		167		362		780		2,007	
• Has been broadened			32		55		54		65		51
• Has stayed the same*			63		38		36		27		42
• Has been reduced in size*			5		7		11		7		7
(3) Recruiting Budget over 5 years	1980-85	632		185		372		744		1,934	
• Has increased			63		85		84		92		80
	1987-92	691		168		357		767		2,007	
• Has increased			36		62		51		79		58
• Has decreased			21		13		26		8		16
• No change			43		26		23		13		26
		N	Avg %	N	Avg %	N	Avg %	N	Avg %	N	Avg %
(4) Average Percent of Budget											
Change over 5 years											
• Average percent <u>increase</u>	1980-85	— ^a	— ^a	— ^a	— ^a	246	72	521	60	767	64
	1987-92	209	26	86	35	149	34	470	29	914	29
• Average percent <u>decrease</u>	1987-92	115	24	19	24	72	17	52	17	258	20

Notes: 1992 summary data for this table were obtained from responses to questions 22, 23, and 24 and 31, 32, and 33 of the two- and four-year questionnaires, respectively. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

*Not included in 1985 questionnaire for two-year institutions.

and more than a quarter (28 percent) recruited regionally. Close to one-half of the four-year public institutions (46 percent) focused primarily on regional recruiting, while 30 percent focused on statewide recruiting. Nearly one-half of the four-year private institutions (48 percent) defined their primary recruiting range as regional, 20 percent as national, and 19 percent as international.

Private institutions were far more likely than public to identify their primary recruiting range as international. Also, a greater proportion of two- and four-year private institutions reported that their primary recruiting range was national (13 and 20 percent, respectively), compared to less than 1 and 9 percent for two- and four-year public institutions. Although two-year public colleges focused most heavily on local recruiting, 16 percent reported a regional focus. Figure 6.4 presents a graphic comparison of reported recruiting ranges by institutional type. Generally, institutional recruiting ranges changed very little since the 1985 survey.

Overall, 51 percent of the respondents in 1992 reported that their recruiting ranges had broadened in the past five years, 42 percent had stayed the same, and 7 percent had decreased in size. The recruiting ranges of two-year public colleges appeared more likely than those in the other sectors to have stayed the same (63 percent compared to 27 to 38 percent for the other sectors).

Recruiting Budgets

Recruiting budgets increased at 58 percent of the 2,007 institutions that provided the requested information on changes in budgets from 1985 to 1992. This figure is considerably lower than the 80 percent reporting increases in the 1985 survey. The fewest increases (36 percent) occurred among two-year public colleges, where recruiting budgets tended to remain stable. Four-year private institutions reported the highest percentage of increases in recruiting budgets (79 percent).

In both the 1985 and 1992 surveys, institutions were asked to indicate by what percent their recruiting budgets had changed over the respective five-year periods. Only 914 institutions reported the size of the increases in their recruiting budgets for the five-year period from 1987 to 1992; the average of these increases was estimated to be approximately 29 percent. In the 1985 survey, four-year public and private institutions reported average recruiting budget increases of 72 and 60 percent, respectively, over the preceding five years. The corresponding figures for the five years prior to 1992 were less than half as high, with these two sectors reporting average increases of only 34 and 29 percent, respectively. In the 1992 survey, 258 institutions experiencing decreases estimated these decreases to be approximately 20 percent.

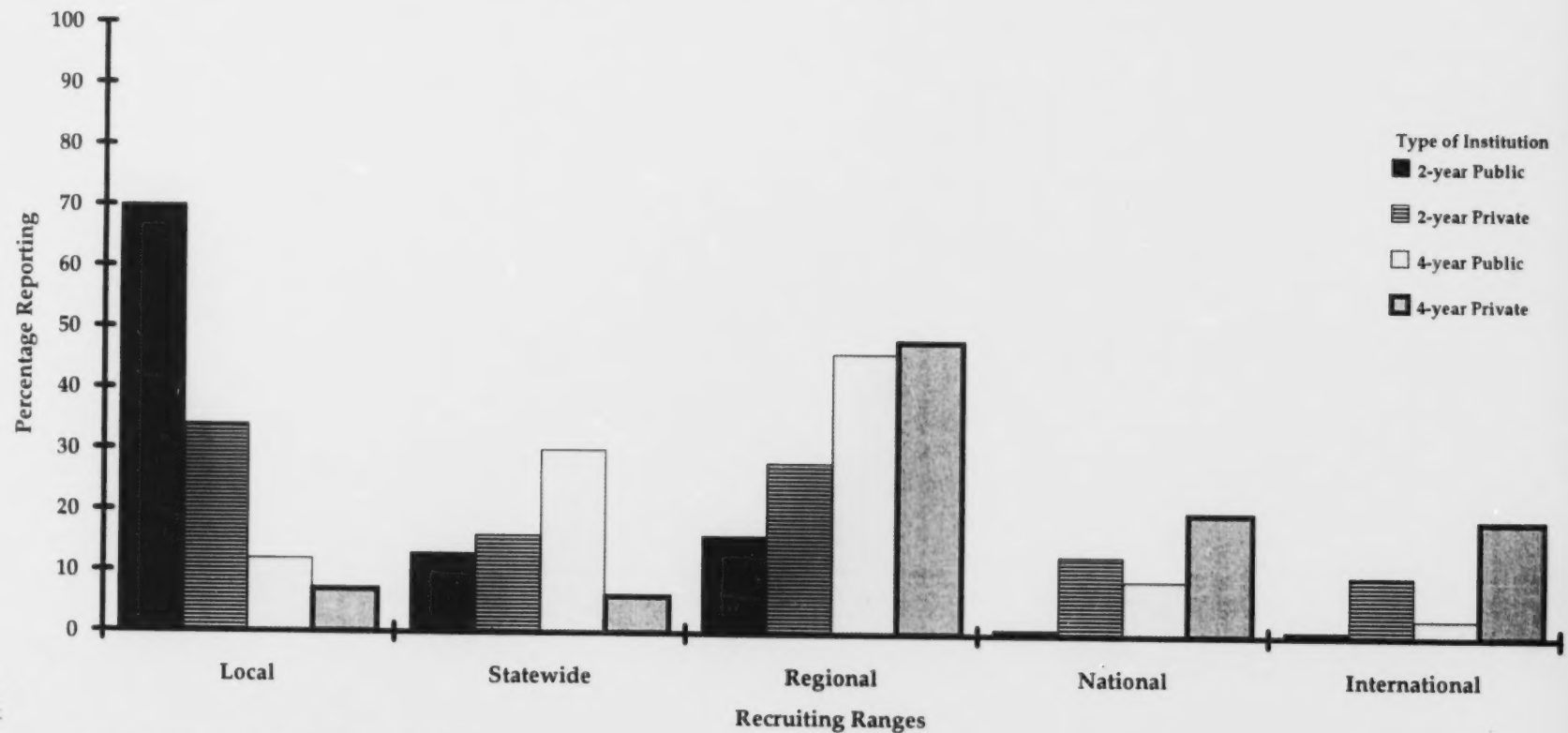
Recruiting Practices at Two-Year Institutions

Respondents from two-year institutions were asked to indicate whether they engaged in any of eight listed practices to expand their pool of potential degree-seeking students. Two of these practices were included in the 1985 survey and are summarized, along with the 1992 data, in Table 6.7. No significant change was apparent in the use of "career" courses to increase students' awareness of options. Two-year public colleges remained more likely than two-year private to direct special marketing efforts toward their own nondegree-seeking students, encouraging them to become degree-seeking candidates, but the percentage of public institutions engaging in this practice decreased in 1992.

In other efforts to enroll degree-seeking students, large majorities of both two-year public and private institutions awarded credit by examination (94 and 72 percent, respectively). Almost as many also developed cooperative relationships with business and industry (89 percent of the public and 61 percent of the private institutions). Another common practice among two-year public institutions (reported by 79 percent) was the award of credit for military training. Only one-third of the two-year private institutions (33 percent) reported this practice.

Two-year public colleges were about twice as likely as two-year private to award credit for corporate training (38 percent compared to 17 percent) and to award credit for life experiences (46 percent compared to

Figure 6.4 Recruiting Ranges by Institutional Type, 1992



Note: The data for this figure appear in Table 6.6.

TABLE 6.7
Practices to Expand the Pool of Potential
Degree-seeking Students at Two-year Institutions, 1985 and 1992

	Year	Two-year public		Two-year Private		All Two-year Institutions	
		N	%	N	%	N	%
Award Credit for Developmental/Remedial Courses Taken	1992	674	31	166	20	840	29
Offer "Career" Courses to Increase Students' Awareness of Options	1985	721	63	208	32	929	57
	1992	676	64	167	34	843	58
Direct Special Marketing Efforts—Publications, Events, etc.—at Nondegree-seeking Students	1985	719	60	210	38	929	56
	1992	673	48	165	39	838	46
Develop Cooperative Relationships with Business and Industry	1992	690	89	166	61	856	84
Award Credit for Life Experiences	1992	684	46	167	23	851	41
Award Credit for Military Training	1992	688	79	166	33	854	70
Award Credit for Corporate Training	1992	675	38	164	17	839	34
Award Credit by Examination	1992	692	94	166	72	858	90

Notes: 1992 summary data for this table were obtained from responses to question 25 of the two-year questionnaire. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

23 percent). Fewer than one-third of the institutions in the public (31 percent) and private (20 percent) sectors awarded credit for developmental and/or remedial courses.

Transfer Policies and Practices at Two-Year Institutions

In the 1992 survey, two-year institutions were asked to provide information about their transfer policies and practices (see Table 6.8). Of the 274 institutions responding to the question concerning how many students transferred each year to a different two-year institution, the 223 two-year public institutions reported that an average of 97 students made such a transfer each year. The 51 two-year private institutions indicated that an average of 20 students per year did so. When asked how many of their students transferred to four-year institutions each year, two-year public institutions reported an average of 494 transfers, while two-year private institutions reported an average of 91 transfers.

Another question on the two-year institutional survey asked respondents to indicate how many students who enrolled in Fall 1992 were transfers from two- and four-year institutions. Of the respondents from two-year public institutions, 332 reported an average of 202 transfers from other two-year institutions, while

TABLE 6.8
Transfer Policies and Practices at Two-year Institutions, 1992

		Number and Percentage Indicating Program					
		Two-year Public		Two-year Private		All Two-year Institutions	
		Number of Institutions	Avg. N of Students	Number of Institutions	Avg. N of Students	Number of Institutions	Avg. N of Students
1.	Students Transferring Each Year						
A.	To a different two-year institution	223	97	51	20	274	83
B.	To a four-year institution	291	494	70	91	361	416
2.	Students Enrolled in Fall 1992 as Transfers from	Number of Institutions	Avg. N of Students	Number of Institutions	Avg. N of Students	Number of Institutions	Avg. N of Students
A.	Two-year institutions	332	202	89	44	421	169
B.	Four-year institutions	335	261	88	29	423	213
3.	Colleges Having Formal Transfer/Articulation Agreements with Four-Year Colleges to which Students Transfer	Percentage of Institutions					
		Two-year Public		Two-Year Private		All Two-year Institutions	
A.	No, do not have formal transfer/articulation agreements	7		31		11	
B.	Yes, do have formal transfer/articulation agreements	92		68		88	
Number of Institutions Responding to Questionnaire		705		169		874	

Notes: 1992 summary data for this table were obtained from responses to questions 26, 27, and 28 of the two-year questionnaire. For parts 1 and 2, numbers and averages are based on the number of institutions responding to the question. For part 3, percentages are based on the total number of institutions responding to the questionnaire.

TABLE 6.9

Market Research Activities, 1985 and 1992

Market Research Activities	Year	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
		N	% "yes"	N	% "yes"	N	% "yes"	N	% "yes"	N	% "yes"
Enrollment Projections	1985	737	58	211	53	402	74	802	67	2,152	64
	1992	686	53	161	54	358	71	762	65	1,967	61
Questionnaires to Accepted Students Who Fail to Enroll	1985	— ^a	— ^a	— ^a	— ^a	404	65	809	75	1,213	71
	1992	696	39	164	38	360	61	772	72	1,992	56
Questionnaires about College Choice to Incoming Freshmen	1985	— ^a	— ^a	— ^a	— ^a	394	42	810	56	1,204	51
	1992	— ^a	— ^a	— ^a	— ^a	358	39	768	56	1,126	50
Questionnaires to Students Who Inquire but Don't Apply	1985	— ^a	— ^a	— ^a	— ^a	400	21	804	25	1,204	24
	1992	694	20	164	17	361	11	765	23	1,984	19
Marketing or Public Relations Consultants	1985	733	23	213	41	399	24	806	44	2,151	33
	1992	697	17	165	38	360	25	763	49	1,985	33
Evaluations of Recruiting Activities	1985	730	47	214	66	403	67	805	76	2,152	64
	1992	688	44	164	69	361	64	765	75	1,978	62

Notes: 1992 summary data for this table were obtained from responses to questions 17 and 26 of the two- and four-year questionnaires, respectively. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

^aNot included in the questionnaire for two-year institutions.

Figure 6.5 Market Research Activities, 1992



Note: The data for this figure appear in Table 6.9.

335 reported an average of 261 transfers from four-year institutions. Of the respondents from two-year private institutions, 89 reported an average of 44 transfers from other two-year institutions, while 88 reported an average of 29 transfers from four-year institutions.

Most two-year public institutions (92 percent) had formal transfer/articulation agreements with the four-year institutions to which their students tended to transfer. Only two-thirds (68 percent) of the two-year private institutions had such agreements.

Market Research

Respondents from both two- and four-year institutions were asked to indicate which of several kinds of studies their institutions conducted or commissioned as a part of recruitment and marketing activities. These responses are summarized, by type of institution, in Table 6.9. Overall, in 1992 the two most common market research efforts were evaluations of current recruiting activities (62 percent) and enrollment projections (61 percent). Private institutions tended to make greater use of evaluations of recruiting activities than did public institutions. Three-fourths (75 percent) of the four-year private and over two-thirds (69 percent) of the two-year private institutions relied on evaluations of recruiting activities, whereas less than two-thirds (64 percent) of the four-year public and only 44 percent of the two-year public institutions reported using this approach. Enrollment projections were reported more frequently by four-year institutions (71 percent for public and 65 percent for private) than by two-year institutions (53 percent for public and 54 percent for private).

Of the activities surveyed, the third most commonly reported strategy was sending questionnaires to accepted students who failed to enroll. Nearly three-fourths (72 percent) of all four-year private, over three-fifths (61 percent) of four-year public, and nearly two-fifths of the two-year institutions, both public (39 percent) and private (38 percent), reported using this market research strategy. Although an average of only one-third of all institutions (33 percent) used marketing or public relations consultants, both two- and four-year private institutions (38 and 49 percent, respectively,) were more likely to do so than public. Fewer than one-fifth of all institutions (19 percent) sent questionnaires to students who inquired but did not apply, an activity that dropped in frequency of use by about half at four-year public institutions since 1985 (21 percent in 1985 compared to 11 percent in 1992). Only respondents from four-year institutions were asked whether they sent questionnaires about college choice to incoming freshmen, a practice more common among four-year private than four-year public institutions (56 percent compared to 39 percent).

Enrollment Planning Objectives and Trends at Four-Year Institutions

Respondents from four-year institutions were asked about their enrollment planning objectives for the Fall 1992 freshman class compared to those for the previous year's freshman class. The same question was asked in the 1985 survey, and results for both surveys are presented in Table 6.10.

Enrollment planning objectives for the Fall 1992 freshman class at about half of the four-year institutions included an increase in racial/ethnic diversity, a larger freshman class size, and enrolling students with higher academic qualifications. Compared to the previous year, for Fall 1992 over two-thirds of the four-year public (69 percent) and over half of the four-year private institutions (52 percent) planned for greater racial/ethnic diversity; overall, 57 percent of the institutions planned for greater racial/ethnic diversity. These percentages were about 15 percentage points higher than those reported in 1985. In 1992, over half of the respondents from public (53 percent) and over two-fifths of those from private institutions (43 percent) planned to enroll students with higher academic qualifications than the previous year's freshman class had; however, overall, the majority of four-year institutions (54 percent) expected no change in students' academic qualifications from the previous year.

Other 1992 enrollment planning objectives remained fairly stable when compared to those of the previous year. Overall, well over half of the respondents to the 1992 survey of four-year institutions indicated no

TABLE 6.10

Enrollment Planning Objectives at Four-year Institutions
for Freshman Classes Entering in Fall 1985 and 1992 Compared to Previous Year's Freshman Classes

	Four-year Public				Four-year Private				All Four-Year			
	1985		1992		1985		1992		1985		1992	
	N	%	N	%	N	%	N	%	N	%	N	%
Size	403		361		822		776		1,285		1,137	
Smaller		12		16		11		8		11		10
About the Same		50		37		44		36		46		37
Larger		37		47		46		56		43		53
Academic Qualifications	404		355		820		775		1,225		1,130	
Lower		0		<1		0		<1		0		1
About the Same		47		46		59		57		55		54
Higher		53		53		40		43		45		46
Geographic Origin	404		359		818		774		1,223		1,133	
Narrower		0		3		2		1		1		2
About the Same		66		68		61		59		63		62
Broader		34		29		37		40		36		36
Racial/Ethnic Diversity	404		358		817		774		1,222		1,132	
Less		0		1		1		<1		1		<1
About the Same		48		30		62		48		57		42
Greater		52		69		37		52		42		57
Number of Students on Financial Aid	392		341		812		766		1,205		1,107	
Fewer		1		<1		7		13		5		9
About the Same		89		88		80		74		83		78
Greater		9		11		13		13		12		13
Number of Students Who Pay Full Cost	—*		335		—*		762		—*		1,097	
Fewer		—*		5		—*		6		—*		5
About the Same		—*		89		—*		73		—*		78
Greater		—*		7		—*		22		—*		17

Notes: 1992 summary data for this table were obtained from responses to question 34 of the four-year questionnaire. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

*Not included in the 1985 questionnaire.

TABLE 6.11

Average Change in Enrollment Planning Objectives for Freshman Classes
in Fall 1985 and Fall 1992 Compared to Previous Year
and Current Freshman Classes in 1985 and 1992 Compared to Five Years Earlier

	Four-year Public				Four-year Private				All Four-year Institutions			
	1985		1992		1985		1992		1985		1992	
	N	Average Change	N	Average Change	N	Average Change	N	Average Change	N	Average Change	N	Average Change
Planning Objective Compared to Previous Year												
Size	403	.25	361	.31	882	.35	776	.48	1,225	.32	1,137	.43
Academic Qualifications	404	.53	355	.52	821	.40	775	.42	1,225	.44	1,130	.45
Geographic Origin	404	.34	359	.26	819	.35	774	.39	1,223	.35	1,133	.35
Racial/Ethnic Diversity	404	.51	358	.68	818	.37	774	.51	1,222	.41	1,132	.57
Number of Students on Financial Aid	392	.08	341	.11	813	.06	766	.00	1,205	.07	1,107	.04
Number of Students Who Pay Full Cost	— ^a	— ^a	335	.02	— ^a	— ^a	762	.16	— ^a	— ^a	1,097	.12
Current Freshman Class Compared to Five Years Ago												
Size	394	.06	357	.11	803	.00	769	.27	1,197	.02	1,127	.22
Academic Qualifications	394	.55	355	.60	804	.45	766	.53	1,198	.49	1,122	.55
Geographic Origin	394	.31	358	.40	801	.36	768	.48	1,195	.34	1,127	.45
Racial/Ethnic Diversity	386	.31	356	.63	803	.22	765	.58	1,189	.25	1,122	.60
Number of Students on Financial Aid	373	.28	342	.41	800	.36	760	.51	1,173	.34	1,103	.48
Number of Students Who Pay Full Cost	— ^a	— ^a	331	-.10	— ^a	— ^a	750	-.20	— ^a	— ^a	1,082	-.17

Notes: 1992 summary data for this table were obtained from responses to questions 34 and 35 of the four-year questionnaire. Change averages are based on the number of institutions responding to the questions. Average change is the mean of responses in the group, where decrease (smaller, lower, narrower, less, fewer) = -1; about the same = 0; and increase (larger, higher, broader, greater) = +1.

^aNot included in the 1985 questionnaire.

TABLE 6.12

Relationships Between Financial Aid and Admissions Decisions, 1992

Relationship	Percentage of Institutions									
	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
	N	% "yes"	N	% "yes"	N	% "yes"	N	% "yes"	N	% "yes"
Admissions and financial aid decisions are completely unrelated	676	76	164	82	348	81	738	65	1,926	73
Student must be admitted before aid is offered, but financial need has no influence on admissions decision	672	81	162	82	352	89	756	89	1,942	86
Amount of financial need may influence admissions decision	652	4	161	9	337	1	737	6	1,887	5
Will not admit a student if unable to meet full need	650	2	161	8	336	1	730	3	1,877	3
Type of financial aid offered is related to academic ability of student	643	8	159	13	336	17	715	51	1,853	27

Notes: 1992 summary data for this table were obtained from responses to questions 33 and 36 of the two- and four-year questionnaires, respectively. Because of the instructions to the four-year institutions, comparisons between two- and four-year institutions and with the total of all institutions may be inaccurate. Despite instructions to the contrary, four-year institutions appear to have responded with "yes" or "no" for each item, just as two-year institutions were instructed to do. To the extent this is true, data may be comparable. Instructions and response sets for 1985 were quite different from those for 1992, preventing comparisons of data. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages of this table, see Technical Note 2, Appendix D.)

changes related to the geographic origin of their students (62 percent), the number of students on financial aid (78 percent), or the number who paid full cost (78 percent).

Based on the same question as Table 6.10, Table 6.11 presents a summary of average changes in enrollment planning objectives for Fall 1985 and Fall 1992. The top half of Table 6.11 provides a summary of average changes from the previous year in planning objectives. The bottom half of the table describes the average changes in the current freshman class compared to five years earlier. As discussed with reference to Table 6.5, average change indexes were derived from the mean of responses to a given item, where -1 signifies a decrease, 0 signifies no change, and +1 signifies an increase. A positive average change index for a particular planning objective indicates an aggregate increase for that objective across the responding institutions. An average change index near 1.0 indicates that nearly all institutions reported increased emphasis on the objective, while an average change index near 0.0 suggests that as many institutions reported decreases as reported increases.

Among all four-year institutions, the average one-year change in objectives concerning racial/ethnic diversity was .57; the change for four-year public (.68) was greater than that for four-year private institutions (.51). As shown in Table 6.10, greater racial/ethnic diversity compared to the previous year was a planning objective of over half of all public and private four-year institutions. And enrollment planning objectives for the Fall 1992 freshman class aimed for greater racial/ethnic diversity than five years ago. As the lower half of Table 6.11 shows, the overall average increase in planning for racial/ethnic diversity in 1992 compared to five years ago was .60; in 1985, the overall average increase compared to five years earlier was only .25. Enrolling students with higher academic qualifications in the Fall 1992 freshman class compared to five years previous increased by an overall average of .55. The only area in which respondents indicated lower objectives in 1992 than five years earlier (-.17 overall) was in regard to the number of students who pay full cost.

Relationships Between Financial Aid and Admissions Decisions

The responses to questions concerning the association between admissions decisions and financial aid are summarized in Table 6.12. Over 80 percent of the two-year and 89 percent of the four-year institutions indicated that although a student had to be admitted before aid was offered, aid had no influence on the admissions decision. Most institutions in each sector (73 percent overall) reported that admissions and financial aid decisions were completely unrelated. Over half of the four-year private institutions (51 percent) said that the type of financial aid offered was related to academic ability, whereas much smaller percentages of two-year public, two-year private, and four-year public institutions reported this relationship between academic ability and financial aid (8, 13, and 17 percent, respectively). Although an average of only 5 percent of all institutions indicated that the amount of financial need might influence admissions decisions, such influence was somewhat more prevalent among private than public institutions (9 and 6 percent of two- and four-year private institutions, compared to 4 and 1 percent of two- and four-year public institutions, respectively). Very small percentages of institutions (3 percent overall) denied admission to students for whom they were unable to meet the full need for aid.

Financial Aid Offered to Accepted Applicants

According to the 1992 survey, approximately three-quarters of the four-year institutions offered no-need awards, compared to about half of the two-year public and under two-fifths of the two-year accepted Applicants Financial private institutions. These findings are displayed in Table 6.13 and Figure 6.6. Between 1979 and 1992, the offering of no-need awards increased in all sectors except for two-year private institutions. Far fewer institutions (38 percent overall) offered modified packaging.

Institutions offered no-need awards or modified packaging to a variety of groups of students, most notably the academically talented (66 percent), athletes (43 percent), racial/ethnic minorities (40 percent), and students with special nonacademic talents (39 percent). Awards to academically talented students were offered by 78 percent of the responding four-year public and private institutions, and these percentages have increased only

TABLE 6.13

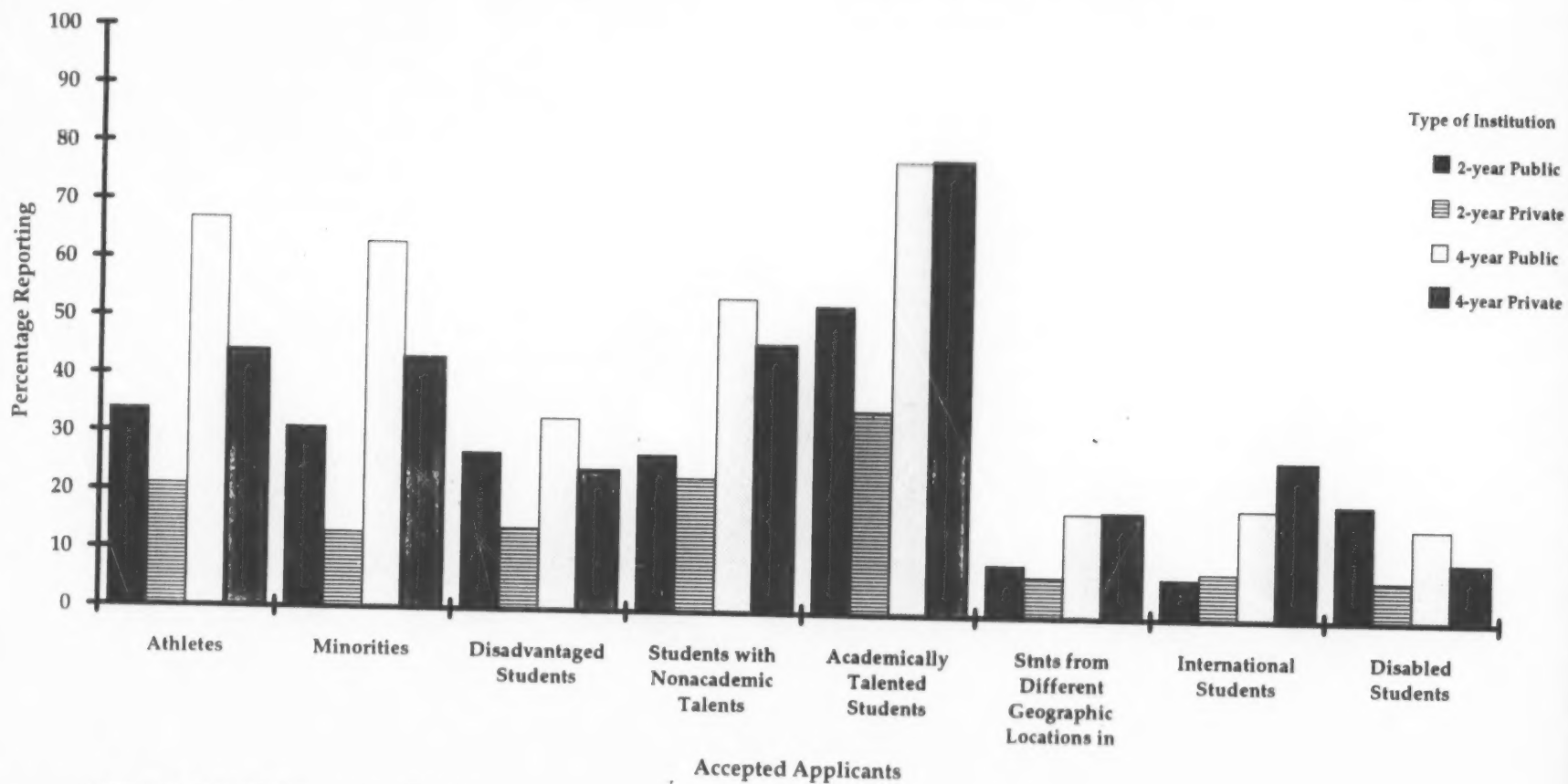
Financial Aid Offered to Accepted Applicants, 1979, 1985, and 1992

	Two-year Public			Two-year Private			Four-year Public			Four-year Private			All Institutions		
	1979	1985	1992	1979	1985	1992	1979	1985	1992	1979	1985	1992	1979	1985	1992
Offer No-need Awards	31	50	51	43	39	37	60	86	74	61	77	78	51	66	65
Offer Modified Packaging	21	32	30	25	35	26	27	57	34	47	60	48	34	47	38
Offered to:															
Athletes	31	32	34	31	23	21	63	72	67	45	46	44	45	45	43
Racial/Ethnic Minorities	18	23	31	15	14	13	32	60	63	29	37	43	26	34	40
Disadvantaged Students	18	23	27	15	17	14	23	45	33	24	28	24	22	28	26
Students with Special Nonacademic Talents	28	28	27	35	19	23	53	59	54	41	44	46	40	39	39
Academically Talented Students	36	54	53	54	42	35	72	86	78	71	79	78	61	69	66
Students from Different Geographical Locations in United States	9	14	9	9	16	7	13	27	18	14	22	18	12	20	14
International Students	— ^a	— ^a	7	— ^a	— ^a	8	— ^a	— ^a	19	— ^a	— ^a	27	— ^a	— ^a	17
Students with Disabilities	— ^a	— ^a	20	— ^a	— ^a	7	— ^a	— ^a	16	— ^a	— ^a	10	— ^a	— ^a	15
Number of Institutions Responding to Questionnaire	401	745	705	81	218	169	333	413	366	648	827	784	1,463	2,203	2,024

Notes: 1992 summary data for this table were obtained from responses to questions 34 and 35 and 37 and 38 of the two-year and four-year questionnaires, respectively. Percentages are based on the total number of institutions responding to the questionnaire (see Technical Note 5, Appendix D). For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.

^aNot included in 1979 or 1985 questionnaires.

Figure 6.6 Financial Aid Offered to Accepted Applicants, 1992



Note: The data for this figure appear in Table 6.13.

TABLE 6.14

Trends in the Role of the Financial Aid Office in Recruiting,
1980 to 1985 and 1987 to 1992

Trends	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
	N	%	N	%	N	%	N	%	N	%
Decrease										
1980 to 1985	23	3	7	3	16	4	29	4	75	3
1987 to 1992	— ^a	— ^a	— ^a	— ^a	11	3	32	4	43 ^b	4 ^b
No Change										
1980 to 1985	364	50	114	53	187	46	291	36	956	44
1987 to 1992	— ^a	— ^a	— ^a	— ^a	179	54	238	32	417 ^b	38 ^b
Increase										
1980 to 1985	339	47	93	43	199	50	492	61	1,123	52
1987 to 1992	— ^a	— ^a	— ^a	— ^a	142	43	486	64	628 ^b	58 ^b
	N	Average Change ^c	N	Average Change ^c	N	Average Change ^c	N	Average Change ^c	N	Average Change ^c
Average Change ^c in the Role of the Financial Aid Office in Recruiting in Past Five Years (1987-1992)	— ^a	— ^a	— ^a	— ^a	332	0.40	756	0.60	1,088	0.54

Notes: 1992 summary data for this table were obtained from responses to question 43 of the four-year questionnaire. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

^aNot included in the 1992 questionnaire for two-year institutions.

^bTotal N and percentage for four-year institutions only.

^cAverage change is the mean of responses where decrease = -1, no change = 0, and increase = +1.

TABLE 6.15

Change over Time in Students' Decisions to Attend Two- Versus
Four-year Institutions Based on Total Cost for Education, 1992

	Two-year Public		Two-year Private		All Two-year Institutions	
	N	% "yes"	N	% "yes"	N	% "yes"
Compared to five years ago, do you believe more students tend to choose your two-year college over a four-year college/university, based on the total costs for education?	705	91	169	63	874	86

Notes: 1992 summary data for this table were obtained from responses to question 36 of the two-year questionnaire. Percentages are based on the total number of institutions responding to the questionnaire. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

slightly since the 1979 survey. Athletes were more likely to receive financial aid offers from four-year public institutions (67 percent) than from four-year private (44 percent), two-year public (34 percent), and two-year private (21 percent). The same pattern was reported for racial/ethnic minorities. Sixty-three percent of four-year public, 43 percent of four-year private, 31 percent of two-year public, and 13 percent of two-year private institutions offered such financial inducements. For all three surveys (1979, 1985, and 1992), and in all four sectors, athletes were more likely than racial/ethnic minorities to be offered financial aid. There has, however, been an overall increase in the percentage of institutions using financial inducements to recruit racial/ethnic minorities. In contrast, there has been either a leveling off or a slight decline in the percentages of institutions offering financial aid to disadvantaged students (26 percent compared to 28 percent in 1985), students from geographically diverse locations in the United States (14 percent compared to 20 percent in 1985), academically talented students (66 percent, slightly down or leveling off from 69 percent in 1985), and students with special nonacademic talents (39 percent, no change since 1985). International students and students with disabilities, included for the first time in the 1992 survey, were offered financial aid by 17 and 15 percent of all institutions, respectively. International students were more than twice as likely to be offered financial aid at four-year than at two-year institutions. Students with disabilities were more likely to be offered aid at public than at private institutions.

Role of Financial Aid Office in Recruiting

Four-year institutions were asked whether the role of the financial aid office in recruiting had increased, decreased, or stayed about the same as five years ago (see Table 6.14). For purposes of comparison, data from the 1985 survey of both two- and four-year institutions has been included in the table along with the 1992 findings from four-year institutions. Overall, 58 percent of the four-year institutions (64 percent of private and 43 percent of public) reported an increase in the role of the financial aid office in recruiting. Only 4 percent of all four-year institutions reported a decrease.

TABLE 6.16

Changes over Time in Dollar Amount of No-need Awards, 1987 to 1992

	Two-year				Four-year				All Institutions	
	Public		Private		Public		Private			
	N	% "yes"	N	% "yes"	N	% "yes"	N	% "yes"	N	% "yes"
Has the dollar amount of no-need awards <u>changed</u> in the past five years?	555	40	129	26	268	59	569	66	1,521	52
	N	Average percent	N	Average percent	N	Average percent	N	Average percent	N	Average percent
If "yes," and the change was an <u>increase</u> , give the percentage of change increase	199	34	31	38	144	46	354	56	728	47
If "yes" and the change was a <u>decrease</u> , give the percentage of change decrease	20	27	3	53	14	28	24	21	61	26

Notes: 1992 summary data for this table were obtained from responses to questions 37 and 39 of the two- and four-year questionnaires, respectively. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

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TABLE 6.17
Changes over Time in Acceptance and Yield Rates, 1987 to 1992

	Two-year				Four-year				All Institutions	
	Public		Private		Public		Private		N	%
	N	%	N	%	N	%	N	%		
1. Applicants										
A. <u>Acceptance rates</u>	587		149		312		711		1759	
Decreased		3		17		24		19		15
Stayed the Same		59		60		43		50		53
Increased		38		22		33		30		33
B. <u>Yield rates</u>	519		134		305		689		1647	
Decreased		7		16		33		33		23
Stayed the Same		52		58		39		36		44
Increased		41		25		28		31		33
2. Applicants Offered Financial Aid										
C. <u>Acceptance rates</u>	571		149		271		663		1654	
Decreased		1		7		3		5		4
Stayed the Same		42		62		55		52		50
Increased		56		31		42		43		46
D. <u>Yield rates</u>	505		133		258		636		1532	
Decreased		3		12		10		15		10
Stayed the Same		47		59		55		46		49
Increased		50		29		35		39		41

Notes: 1992 summary data for this table were obtained from responses to questions 38 and 40 of the two- and four-year questionnaires, respectively. "Yield rate" was not defined in the questionnaire. However, yield rate generally refers to the proportion of accepted students who actually enroll at the institution. Due to rounding error, the percentages may not total 100 percent. Percentages are based on the total number of institutions responding to the question. (For interpretation of differences in percentages in this table, see Technical Note 2, Appendix D.)

Influence of Cost on College Choice

Respondents from two-year institutions were asked to consider whether, compared to five years ago, they believed more students tended to make decisions to attend a college based on total costs for education versus the cost to attend a four-year institution. As shown in Table 6.15, 91 percent of the respondents from two-year public institutions reported that they believed their students were more likely in 1992 than five years earlier to select two- rather than four-year institutions based on the total costs for education. However, less than two-thirds of the two-year private institutional respondents (63 percent) reported this belief.

Changes over Time in No-Need Awards

Respondents were asked whether the dollar amount of no-need awards had changed in the past five years (see Table 6.16). Although the dollar amounts were not controlled for inflation, four-year institutions were

TABLE 6.18

Financial Needs of First-year Students, 1992

	Two-year				Four-year				All Institutions	
	Public		Private		Public		Private			
	N	Avg %	N	Avg %	N	Avg %	N	Avg %	N	Avg %
Average percent of first-year students whose demonstrated financial needs were fully met	470	43	130	55	240	62	597	65	1,437	56
	Dollar amount		Dollar amount		Dollar amount		Dollar amount		Dollar amount	
	N		N		N		N		N	
Average dollar amount of unmet needs of accepted applicants	322	\$1,962	92	\$2,424	144	\$1,449	409	\$1,767	967	\$1,847

Notes: 1992 summary data for this table were obtained from responses to questions 39 and 40 and 41 and 42 of the two-year and four-year questionnaires, respectively. Averages are based on the number of institutions responding to the questions.

more likely to respond "yes" to this question than were two-year institutions. Nearly three-fifths (59 percent) of the 268 responding four-year public institutions and two-thirds (66 percent) of the 569 responding private institutions said "yes." Smaller percentages of two-year institutions (26 percent of private and 40 percent of public) responded that the dollar amount of no-need awards had changed in the past five years. Of those indicating a change, 728 institutions reported an average increase of 47 percent, while only 61 reported an average decrease of 26 percent.

Changes over Time in Acceptance and Yield Rates

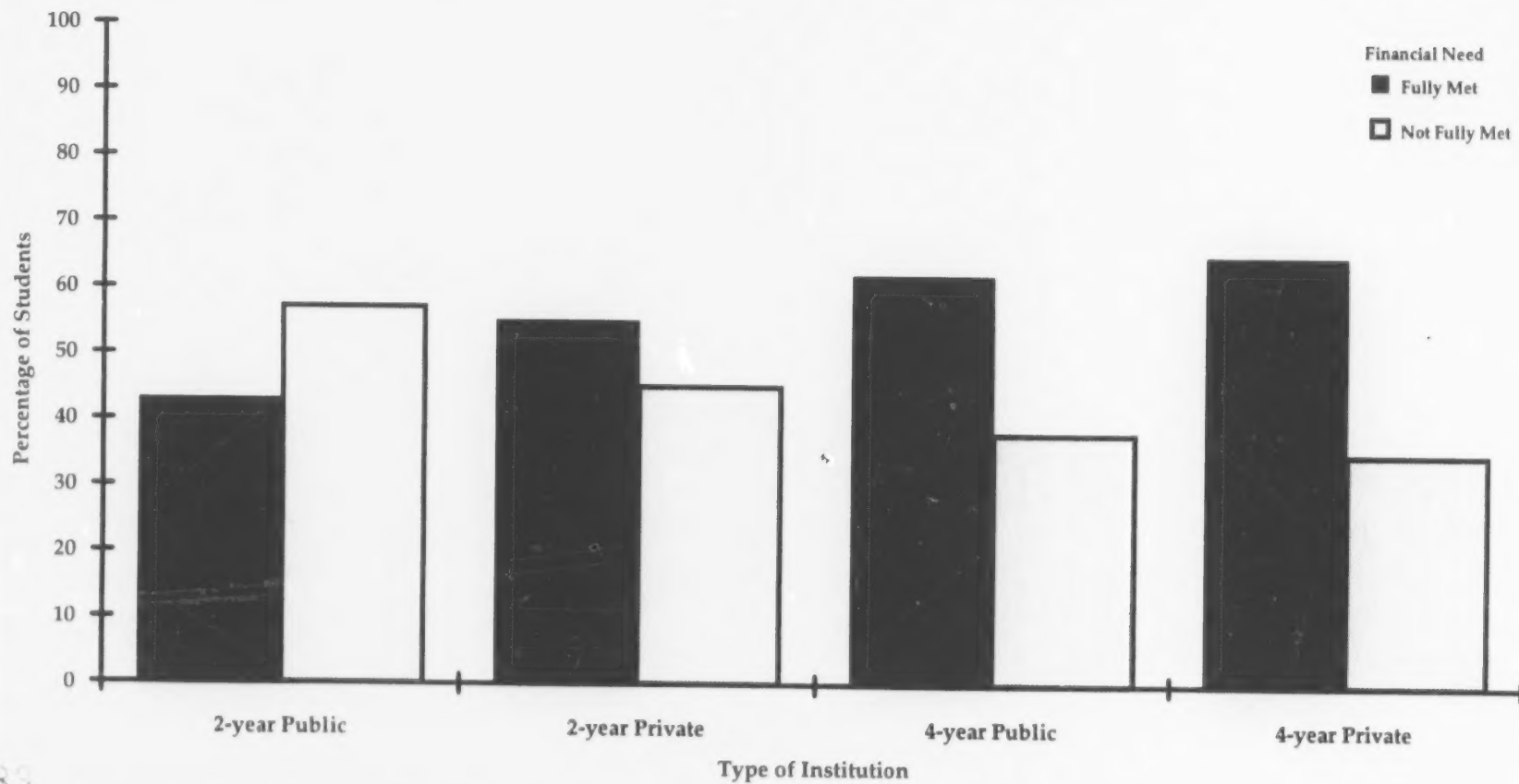
Typically, an institution's yield rate indicates the proportion of accepted students who actually enroll. Respondents were asked to indicate whether their acceptance or yield rates had decreased, stayed the same, or increased over the five-year period from 1987 to 1992. Overall, acceptance rates decreased at 15 percent of the institutions and increased at 33 percent unless financial aid was offered to applicants, in which case acceptance rates decreased at only 4 percent of the institutions and increased at 46 percent. During the same five-year period, yield rates generally decreased at 23 percent of all institutions and increased at 33 percent unless financial aid was offered to applicants, in which case yield rates decreased at only 10 percent and increased at 41 percent of the institutions. See Chapter 5 and Tables 5.5 and 5.6 for a further consideration of yield rates.

Financial Needs of First-Year Students

Respondents were asked to give the approximate percentage of first-year students with financial need whose need was fully met and the average dollar amount of the unmet need of accepted applicants. The results are shown in Table 6.18 and Figures 6.7 and 6.8. Overall, respondents reported that 56 percent of the students had their financial need fully met. At two-year public institutions, only 43 percent of the students had their demonstrated need fully met; by contrast, at four-year private institutions the proportion was 65 percent.

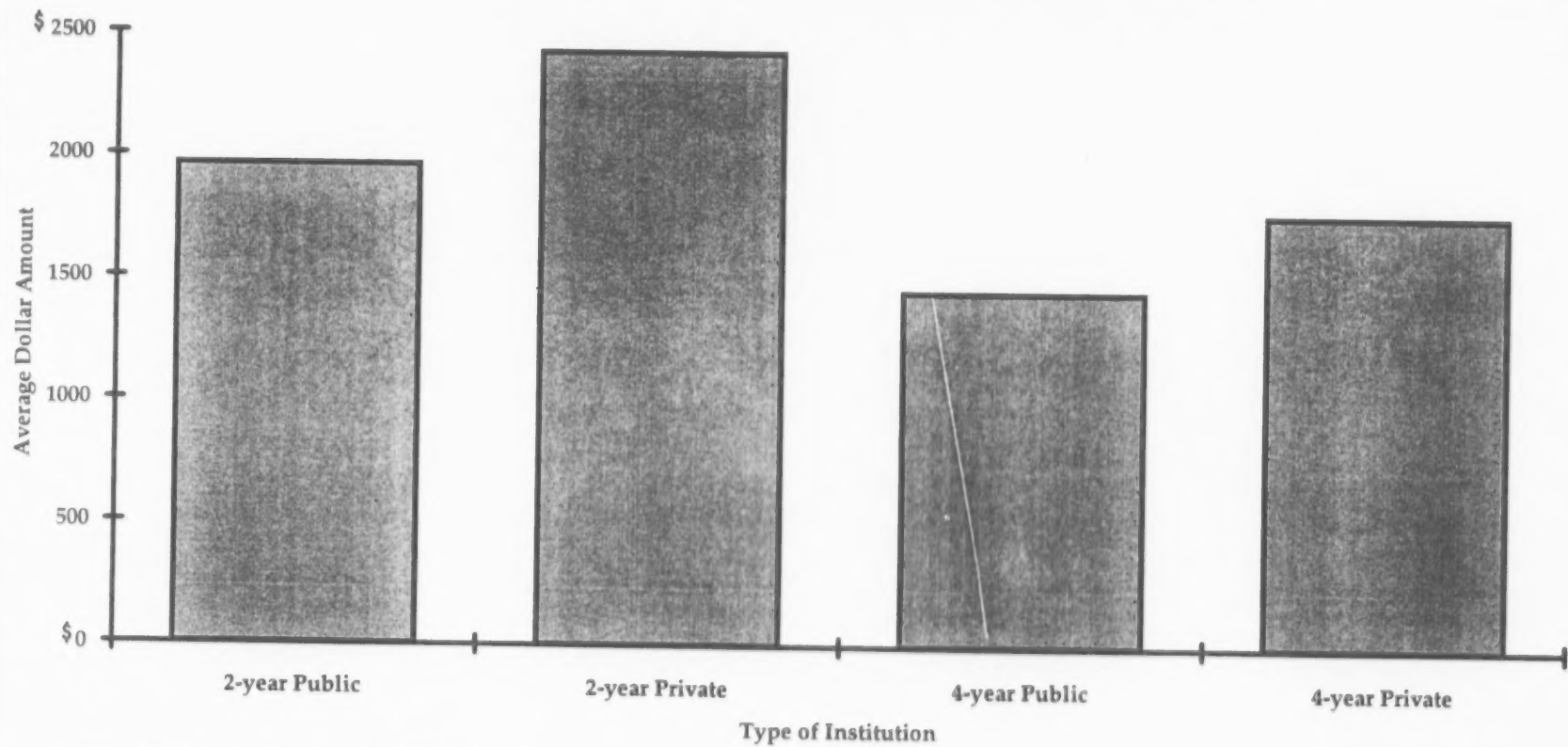
In 1992, the average dollar amount of unmet need was \$2,424 at two-year private institutions and \$1,449 at four-year public institutions; unmet need for students at two-year public institutions was \$1,962 and at four-year private institutions it was \$1,767.

Figure 6.7 Financial Needs of First-year Students, 1992



Note: The data for this figure appear in Table 6.18.

Figure 6.8 Average Dollar Amount of Unmet Need of Accepted Applicants, 1992



Note: The data for this figure appear in Table 6.18.

7. Summary and Conclusions

Over the 13 years between 1979 and 1992, the population of 18-year-olds in the United States declined from 4.3 million to 3.3 million—a loss of one million prospective students for higher education. Colleges and universities had anticipated this loss and initiated numerous activities to compensate for it. They began recruiting aggressively to encourage more high school graduates to enter college, older students to return to college, and high school students to take college courses prior to high school graduation.

Demographics were only one of the challenges facing institutions of higher education during this period. The publication of reports such as *A Nation at Risk* (National Commission on Excellence in Education 1983) in the mid-1980s stimulated demand for higher standards at all levels of education. But could colleges and universities raise standards as the population of high school graduates declined precipitously? The 1985 survey indicated that many institutions raised standards and reduced the sizes of their entering classes. Not all raised their standards, of course, but there was no indication in the data from that survey of a wide scale lowering of standards to keep enrollments up. The 1992 survey indicated that since 1985, admissions standards have been maintained in most sectors and even raised at four-year public institutions.

How can institutions simultaneously raise standards and maintain a commitment to equity and affirmative action? Results of the 1985 and 1992 surveys and of other surveys indicate that total enrollment in institutions of higher education increased for all racial/ethnic groups over this period. The largest percentage increases were for Hispanic and Asian American students; the lowest were for American Indian and black students. Proportional representation at institutions of higher education increased for all racial/ethnic groups except white students. These changes are consistent with enrollment estimates made by the U.S. Department of Education (1993a).

Overall, it would appear that institutions met the challenges of the 1980s reasonably well; total enrollments are now higher than they have ever been, academic standards appear uncompromised, and equity and affirmative action are progressing, though unevenly. To be sure, the total enrollment increases in recent years have not all been the result of institutional initiatives, such as recruiting. The women's movement and expanding employment opportunities encouraged younger women to complete their degrees and older women to return to college for further education. Affirmative action in employment probably encouraged many minority students to remain in school and to go on to graduate work. Increased rates of immigration for Hispanic and Asian American students probably also increased the supply of students.

Enrollment

Although it is not possible to compare enrollment figures across the three surveys, since to some extent different institutions responded to each survey, average enrollment rates can be compared. Average first-time enrollment at all institutions surveyed increased from 895 in 1979 to 964 in 1992—an 8 percent increase over the 13 years of the surveys. There were slight decreases in average first-time enrollment at four-year and at two-year private institutions. Only two-year public institutions showed an increase. These enrollment trends are in general agreement with estimates made by the U.S. Department of Education and data collected in The College Board's *Annual Survey of Colleges*. One difference is that U.S. Department of Education estimates (1993a) show a decrease in first-time enrollment at two-year public institutions (rather than an increase), which results in a slight decrease, overall, in first-time enrollment between 1985 and 1991 (the last year for which estimates have been published).

Other U.S. Department of Education (1993a) data give an indication of how the demographic challenge was met. Estimates of the percentage of high school graduates going directly on to college the next fall increased from 49 percent in 1979 to 62 percent in 1992. This increase could be largely the cumulative result of recruiting efforts by institutions of higher education. Estimates of total undergraduate enrollment showed an increase of 19 percent between 1980 and 1991, despite the declining number of high school graduates. In

addition to the higher college enrollment rate of high school graduates, increasing numbers of older and part-time students (principally women) also helped compensate for the reduced number of high school graduates. Between 1980 and 1990, U.S. Department of Education data (1993a) show an increase in total enrollment in institutions of higher education of 1.613 million, of which 682,000 were full-time and 931,000 were part-time students; 1.249 million were women and 365,000 were men. Full-time enrollment of women increased by 581,000. Thus women accounted for 85 percent (581,000 divided by 682,000) of the increase in full-time enrollment. Further, a large proportion of this increase (82 percent) consisted of women 25 and older. The part-time enrollment increase primarily consisted of women 35 and older. Of the 931,000 overall increase in part-time enrollment, 669,000 were women, of whom 596,000 were 35 and older. Between 1980 and 1991, minority undergraduate enrollment increased by over 700,000. In summary, increased proportions of high school graduates going on to college and increased numbers of older, part-time, women, and minority students enrolling in college more than made up for the decrease in the number of younger students in the college-age population.

These undergraduate enrollment increases were accomplished despite a startling finding in the 1992 survey: only 38 percent of those accepted for admission by responding four-year private institutions and only 44 percent of those accepted by four-year public institutions actually enrolled. These enrollment rates have traditionally been called yield rates. In 1982, The College Board's *Annual Survey of Colleges* reported a yield rate of 50 percent at four-year private institutions and 56 percent at four-year public. Thus the yield rates for both types of institutions declined by 12 percent over this 10-year period. These lower yield rates resulted largely from an increase in application rates. According to The College Board surveys, the 1982 application rate to four-year public institutions was 2.4 applications per enrolled freshman; by 1992 this rate had increased to 3.4 applications per enrolled freshman. For four-year private institutions, the rate was 3.3 in 1982 and 3.9 in 1992.

Enrollment Planning

Enrollment planning for each year's freshman class includes consideration of optimal class size, degree of selectivity of admissions standards, ranges of geographic and racial/ethnic diversity, the number of students to be offered financial aid, and the effort expended to increase the number of students who pay full cost. These enrollment planning decisions define the character of the coming year's freshman class. Since decisions made in one area may have important ramifications in others, institutions generally try to strike the balance best suited to their mission. Four-year institutions were asked to indicate how their 1992 enrollment planning objectives for entering freshmen compared with those for the previous year's freshman class. Two-thirds of the four-year public and over half of the four-year private institutions planned to achieve greater racial/ethnic diversity for the Fall 1992 freshman class than for the previous year, a substantial increase over the proportion of institutions reporting this objective in the 1985 survey. Compared to 1985, in 1992 a greater proportion of four-year institutions also planned for larger class sizes than were planned for the preceding year.

Recruitment

Campus visits by students and their families and high school visits by college relations and admissions staff remained the most popular recruitment strategies for institutions responding to the 1992 survey. Other popular techniques included college nights to which several institutions are invited, and direct mailings and telephone calls to prospective students.

In 1992, over half of the responding institutions indicated that they directed their recruiting activities toward racial/ethnic minorities (67 percent), academically talented students (67 percent), athletes (60 percent), adults (60 percent), and students with special talents in areas such as music and art (51 percent), but the amount of emphasis on a given target group varied from one sector to another. When asked to reflect on changes in the level of recruiting to targeted populations over the five-year period prior to the 1992 survey, respondents reported the greatest increases in activity for racial/ethnic minorities, academically talented students, international students, and adults.

The recruiting ranges of most institutions tended to be either local or regional. About two-thirds (70 percent) of the two-year public institutions focused their recruiting efforts locally. Two-year private institutions focused both locally (34 percent) and regionally (28 percent). Four-year public institutions recruited regionally (46 percent) and statewide (30 percent), and four-year private institutions recruited regionally (48 percent), nationally (20 percent), and even internationally (19 percent). During the five-year period prior to 1992, recruiting ranges stayed the same for the majority (63 percent) of two-year public institutions, but broadened for the other three sectors—two-year private institutions (55 percent), four-year public (54 percent), and four-year private (65 percent).

In the 1985 survey, four out of five institutions reported that their recruiting budgets had increased during the preceding five-year period; in 1992, fewer than three out of five reported similar increases. For those institutions reporting five-year increases in recruiting budgets in 1992, the average increase was only 29 percent. In 1985, comparable five-year increases averaged 64 percent, more than twice those reported in 1992.

At two-year colleges, about five times more students each year transferred to four-year institutions than to other two-year institutions. Over 90 percent of the two-year public institutions had formal transfer/articulation agreements with the four-year institutions to which their students tended to transfer, but only about two-thirds of the two-year private institutions had such agreements.

Market Research

Market research is used by institutions to support recruitment. Evaluating recruiting activities, making enrollment projections, and sending questionnaires to accepted students who fail to enroll and to incoming freshmen about college choice were used by at least half of all reporting institutions. Market research or public relations consultants were hired by about one-third of all institutions, more frequently by private than public. Surprisingly, fewer than one-fifth of the institutions surveyed followed up on students who inquired but did not apply.

With respect to other kinds of admissions research, 70 percent or more of the reporting four-year institutions but no more than 45 percent of the two-year institutions prepared profiles of incoming freshmen. The 1992 survey revealed an 8 percent overall increase in the number of institutions conducting studies of retention or graduation rates for different groups of students (57 percent in 1992 compared to 49 percent in 1985).

Financial Aid

In 1992, 86 percent of all institutions indicated that a student had to be admitted before aid was offered, but that need had no influence on the admissions decision. Over half of all responding institutions reported that over the past five years a change—usually an increase rather than a decrease—had occurred in the dollar amount of no-need awards. No-need awards were offered by about three-quarters of all four-year institutions, by over half of the two-year public institutions, and by over one-third of the two-year private institutions. The percentage of institutions offering no-need awards and modified packaging to various subgroups of students increased from 1979 to 1985 and remained relatively stable or decreased from 1985 to 1992, except for a fairly steady increase in aid to racial/ethnic minority students.

Financial aid appeared to affect an institution's yield rate (the proportion of accepted students who actually enroll). Applicants who were offered aid were much more likely to matriculate than those who were not offered aid. To illustrate, over the five-year period from 1987 to 1992, acceptance rates decreased at 15 percent of all institutions and increased at 33 percent unless applicants were offered financial aid. With the offer of financial aid, acceptance rates decreased at only 4 percent and increased at 46 percent. During the same five-year period, yield rates decreased at 23 percent of all institutions and increased at 33 percent unless financial aid was offered to applicants, in which case yield rates decreased at only 10 percent and increased at 41 percent.

Respondents from 91 percent of the two-year public institutions believed that students were more likely in 1992 than five years earlier to select two-rather than four-year institutions, based on the total costs for education.

Overall, institutions reported that an average of only 56 percent of first-year students with demonstrated financial need had their needs fully met. The average percentage of students whose financial needs were fully met ranged from a low of 43 percent at two-year public institutions to a high of 65 percent at four-year private. In 1992, at both two-year public and private institutions, the dollar amount of unmet need of accepted applicants was higher (\$2,424 and \$1,962, respectively) than the overall average (\$1,847). At four-year public and private institutions, the unmet need was \$1,449 and \$1,767, respectively.

Admissions Standards

The 1985 survey indicated that the criteria for admission to many four-year institutions had risen considerably between 1979 and 1985. The years of study required in a number of subject areas had increased, minimum high school GPA requirements were higher, and minimum admissions test score averages had increased. Making exceptions to formal academic requirements for special groups of students had decreased. These changes were most evident in four-year public institutions, however. Between 1985 and 1992, standards were raised further, but primarily with respect to minimum admissions test score averages. High school course requirements, minimum high school GPA, and making exceptions to formal academic requirements appear to have leveled out. ACT and SAT minimum score requirements, however, appear to have gone up.

The trend toward higher standards for admission to four-year institutions paralleled changes during the same time period in state requirements for high school graduation. According to Coley and Goertz (1990), most of the changes in state requirements occurred shortly after the publication of *A Nation at Risk* (National Commission on Excellence in Education 1983) and similar reports. Since then, few states have enacted reform measures requiring more years of study in specific subject areas. Standards were raised, however, through the introduction of stricter testing requirements for both students and teachers.

These statewide reforms were reflected in the years of study in certain subjects reported by students taking the ACT and SAT. There were substantial increases in the number of years of mathematics study, for example. Between 1987 and 1993, the mean of the years of study of mathematics reported by ACT takers increased from 3.1 to 3.5, a 13 percent increase (American College Testing 1987, 1988, 1989, 1990, 1991, 1992, and 1993; Valiga 1994). Students taking the SAT reported 3.5 years of mathematics study in 1980 and 3.7 in 1993, a 6 percent increase. Acceptance rates are another indicator of a trend toward higher standards. At four-year public institutions, the overall acceptance rate decreased from 72 percent in 1985 to 68 percent in 1992.

Equity

Equity issues were addressed in the 1985 and 1992 surveys. In both, the representation of minority students among first-year enrollments increased, appreciably for some groups. Asian American and Hispanic student enrollments both increased by over 40 percent. American Indian and black student enrollments increased slightly. U.S. Department of Education data (1993a) on total undergraduate enrollment showed similar trends. Asian American student enrollments increased from 3.2 percent in 1984 to 4.5 percent in 1991, while the percentage of Hispanic students increased from 4.7 to 6.5 percent in 1991. The percentage of American Indian students increased slightly, from 0.7 percent in 1984 to 0.8 percent in 1991. The percentage of black students increased from 9.4 percent of total undergraduate enrollment in 1984 to 9.9 percent in 1991.

Enrollment figures for subgroups of students are determined in part by application rates (applications per enrolled freshman), acceptance rates (the percentage of applications accepted), and enrollment rates (the percentage of those accepted who enroll). Asian American students have traditionally applied at a higher rate

than other subgroups of students. The 1992 survey found that the application rate for Asian American students was in excess of 5 per student at four-year private institutions and 4.5 per student at four-year public. However, the acceptance rate for Asian American students was only 56 percent at four-year private institutions and 64 percent at four-year public (compared to 68 percent for all students at both types of institutions). And the yield rate for Asian American students was only 33 percent at four-year private and 36 percent at four-year public institutions (compared to 38 percent at private and 44 percent at public institutions for all students).

In contrast, in 1992 American Indian students had the lowest application rates (2.8 per student at four-year public and 3.2 per student at four-year private institutions), high acceptance rates (69 percent at four-year public and 66 percent at four-year private institutions), and the highest yield rates of any group (49 percent at four-year private and 50 percent at four-year public institutions). Black students had relatively high application rates (4.0 per student at four-year public and 4.3 at four-year private institutions), relatively low acceptance rates (58 percent at four-year public and 63 percent at four-year private institutions), and about average yield rates (44 percent at four-year public and 36 percent at four-year private institutions).

Enrollment is dependent on numerous factors: the cost of higher education (which has been increasing faster than inflation in recent years), the availability of financial aid, the number of high school graduates, academic standards for admission, recruiting activities, the national economy in general and employment opportunities in particular, and opportunities for service—in the military, Peace Corps, or National Service Corps, for example. The results of the 1985 survey did not suggest that setting higher academic standards for admission was an important factor in enrollment figures. Recruiting and financial aid did appear to be important factors, as did opportunities for military service and the number of high school graduates.

The 1985 survey report noted a decline in overall undergraduate enrollment among black students in the early 1980s and a decline in the proportion of black high school graduates going on to college. Whereas the proportion of black high school graduates going directly on to college had approached 50 percent in the late 1970s, it had dropped below 40 percent in the early 1980s. That trend appears to have been reversed. For two years (1987 and 1989), U.S. Department of Education data (1993a) indicated that more than 50 percent of black high school graduates were going directly on to college, although for the last few years the percentage has been between 45 and 50 percent. Even so, the college-going rate for black students is still lower than for most other subgroups.

Toward the Year 2000 and Beyond

U.S. Department of Education (1993b) projections suggest that the number of high school graduates in the year 2000 will be about the same as it was in the early 1980s. By 2004, this population is expected to reach the peak levels of the late 1970s. The Western Interstate Commission for Higher Education (WICHE) projects that by the year 2009, the total number of high school graduates will be 32 percent higher than in 1992 and that there will be a record high of more than 3.3 million high school graduates in the peak year of 2008 (WICHE 1993). Given that higher education enrollment increased substantially even in the most recent lean years, it would appear that maintaining enrollment levels will not be a major problem either for the next several years or in the more distant future.

The challenges of maintaining academic standards and increasing equity in admissions procedures will no doubt remain. Nevertheless, with adequate numbers of applicants, it should be easier to maintain academic standards in the year 2000 than it was in the 1980s. Ensuring equity in admissions may well be the primary focus in admissions work as the twenty-first century approaches. It has been estimated that very early in the next century, more than a third of all college students will be minority students. It is expected that by the year 2020 the Hispanic population will become the largest minority group in the United States (O'Brien 1993). And colleges and universities will continue to attract more female than male students. The challenge will be to design admissions policies, practices, and procedures that are responsive to these trends in the college-going population.

Appendix A.
Questionnaire for Two-Year Institutions

**National Survey of
Undergraduate Admissions
Policies, Practices,
and Procedures**



Questionnaire for
Two-Year Institutions

1992



INSTRUCTIONS

The questionnaire should be completed by the person at your institution who is responsible for undergraduate admissions policy and decision making. If you are *not* that person, please pass the questionnaire on to the appropriate individual.

Most of the items in the questionnaire ask you to circle one or more of the numbers preceding or following the responses most appropriate for your institution.

Sample item:

1. Control

☒ A Public

☐ B Private

The remaining questions require you to enter a number if applicable. Please be sure to answer all questions applicable to your institution.

Occasionally a question may require you to obtain information from other offices. Feel free to involve others. Where numbers are requested, please provide estimated figures if exact numbers are not available.

Your responses will be treated as confidential. Neither you nor your institution will be individually identified. No information about particular institutions will be released in reports of the survey findings. Only aggregate data will be reported.

For the most part, the questions ask about policies and practices of your institution as they applied to students who were first-time applicants for undergraduate admission to degree programs in Fall 1992.

Please return your completed questionnaire by **November 27, 1992** in the postage-paid, return envelope provided.

Institutional Characteristics

Circle the letter preceding the responses you select for each item. (Only select one item for each question.)

1. Control

- A Public
- B Private

2. Location

- A Very large city (500,000+)
- B Large city (250,000-499,999)
- C Small city (50,000-249,999)
- D Large town (10,000-49,999)
- E Small town (2,500-9,999)
- F Rural community (<2,500)

3. Region

- A New England: CT, MA, ME, NH, RI, VT
- B Middle States: DE, DC, MD, NJ, NY, PA
- C South: AL, FL, GA, KY, LA, MS, NC, SC, TN, VA
- D Midwest: IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WV, WI
- E Southwest: AR, NM, OK, TX
- F West: AK, AZ, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY

4. Campus Environment

- A Urban
- B Suburban
- C Rural/small town

Accessibility and Selectivity

5. Which one of the following statements best describes the general admissions practices of your institution?

(Circle one only.)

- A Any individual wishing to attend will be admitted without review of conventional academic qualifications.
- B Any high school graduate (or person with equivalent credentials) will be admitted.
- C The majority of individuals who meet some specified level of academic achievement or other qualifications above and beyond high school graduation are admitted.
- D Among those individuals who meet some specified level of academic achievement or other qualifications above and beyond high school graduation, only a limited number will be admitted.

6. How do the admissions standards at your institution compare with those of five years ago?

(Circle one number on each line.)

Standards today are:

Standards with respect to:	Standards today are:			
	Lower than five years ago	About the same	Higher than five years ago	Don't know
A The general level of selectivity	1	2	3	4
B The level and years of high school coursework	1	2	3	4
C High school GPA or rank in class	1	2	3	4
D The level of performance on admission tests	1	2	3	4

Policies and Practices

7. Does your institution provide prospective students with the following kinds of information?
(Circle one number on each line.)

	No	Yes, but only on request	Yes, routinely
A The basis for admissions decisions	1	2	3
B Exceptions to the standard admissions policy	1	2	3
C Profiles of the high school rank in class of prior years' degree-seeking students	1	2	3
D Profiles of the first-year achievement of degree-seeking students	1	2	3
E Examples of the kinds of financial aid available to "typical" students	1	2	3
F Equations or schedules for use in calculating the probability or amount of financial aid that might be awarded	1	2	3
G Completion or retention rates	1	2	3
H Employment experience or average salary for graduates of the institution or particular programs	1	2	3
I The percent of graduates who transfer to four-year institutions	1	2	3
J Campus crime statistics	1	2	3
K Campus security information	1	2	3
L Accessibility information for disabled students	1	2	3
M Other (Specify) _____	1	2	3
N _____	1	2	3

8. Do you use any of the following as criteria to determine eligibility for degree candidacy?
(Circle one number on each line.)

	No	Yes
A High School GPA	1	2
B High School rank in class	1	2
C Scores on admissions test (ACT/SAT)	1	2
D Scores on basic skills tests	1	2
E Scores on other locally developed or administered tests	1	2
F Other (Specify) _____	1	2
G _____	1	2

9. Does your institution have a formal procedure by which rejected applicants may appeal admissions decisions?
(Circle one only.)

- A Yes, we have such a procedure and all rejected applicants are routinely informed of it.
B Yes, we have such a procedure, but inform students of it only when they inquire specifically.
C We do not have a formal procedure, but individual decisions are reviewed by the admissions office upon request.
D No, we do not have such a procedure.

10. Do you have a category of provisional admission to degree candidacy status?

- A No
B Yes

11. What percentage of students who enrolled in degree programs for the first time in Fall 1992 were students from out-of-district or out-of-state?

- A Enter percentage: _____ %

12. How does this out-of-district and/or out-of-state percentage compare with the percentage of students enrolled five years ago? (Circle one only.)

- A The percentage was lower in 1987.
- B The percentage was about the same.
- C The percentage was higher in 1987.

13. Is there a limit on the percent of students your institution can or will enroll as out-of-district and/or out-of-state?

- A No
- B Yes
- C What is the limit? Enter percentage: _____ %

14. Does your institution conduct or commission any of the following research activities?
(Circle one number on each line and specify year if appropriate.)

	No	Yes	If yes, give year of most recent
A Profiles of first-time incoming freshman	1	2	19 _____
B Conduct validity studies* for the total freshman population	1	2	19 _____
C Conduct validity studies* based on different groups of students	1	2	19 _____
D Conduct retention or graduation rate studies based on different groups of students	1	2	19 _____

*Studies that correlate test scores and high school grades with college achievement.

Enrollment Data

15. Please enter the numbers of first-time students enrolled in degree-granting programs at your institution for the Fall 1992 term. (Subgroup figures should add to total figures.)

- A Total Number _____
- B Total Male _____
- C Total Female _____
- Number who are:
- D American Indian or Alaskan Native _____
- E Asian American or Pacific Island American _____
- F Black American or African American (Non-Hispanic) _____
- G Hispanic, Puerto Rican, Cuban, Mexican American or Latino _____
- H White American, Caucasian American (Non-Hispanic) _____
- I International/Foreign _____
- J Other (Specify) _____
- K _____

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Student Characteristics

16. What were the mean (average) high school GPA and the mean percentile rank in class of first-time degree-seeking students at your institution for Fall 1992?

If data are not available, enter "NA."

- A Mean GPA _____
- B Mean percentile rank in class _____

Recruitment and Marketing

17. Does your institution conduct or commission any of the following activities?
(Circle one number on each line.)

	No	Yes
A Conduct studies projecting future enrollment	1	2
B Send questionnaires to accepted students who fail to enroll	1	2
C Send questionnaires to students who inquire about your institution but don't apply	1	2
D Contract with a marketing research or public relations design consultant for help in marketing, advertising, or recruiting	1	2
E Conduct comparative evaluations of various recruiting activities	1	2

18. How extensively does your institution use each of the following recruiting devices?
(Circle one number on each line.)

	Never	Infrequently	Occasionally	Very Frequently
A Visits to campus by prospective students and/or their families	1	2	3	4
B Visits to campus by secondary school personnel	1	2	3	4
C High school visits	1	2	3	4
D Recruiting visits outside the local geographic area	1	2	3	4
E Recruiting visits outside the U.S.	1	2	3	4
F College nights with more than your own institution invited to attend	1	2	3	4
G College fairs that charge for participation	1	2	3	4
H Visits to noninstitutional central locations with students and families interested only in your institution invited to attend	1	2	3	4
I Displays, booths in central or public locations, malls, etc.	1	2	3	4
J Direct mailings to prospective students	1	2	3	4
K Telephone calls to prospective students	1	2	3	4
L Toll-free lines for incoming calls	1	2	3	4
M On-line information services	1	2	3	4
Advertisements on/in:				
N Billboards or transit-bus/subways, etc., posters	1	2	3	4
O Commercial radio or television	1	2	3	4
P Public television or radio	1	2	3	4
Q Local newspapers	1	2	3	4
R High school newspapers	1	2	3	4
S Magazines or journals	1	2	3	4
T Promotional films, videotapes, cassettes, etc.	1	2	3	4
U Computer searches	1	2	3	4
V Other (Specify) _____	1	2	3	4
W _____	1	2	3	4

19. If your institution uses direct mail to communicate with prospective applicants, do you purchase any of the following services or mailing lists? (Circle one number on each line.)

	No	Yes
A ACT's Educational Opportunity Service	1	2
B The College Board's Student Search Service	1	2
C National Merit/National Achievement Program List	1	2
D National Scholarship Service and Fund for Negro Students (NSSFNS)	1	2
E A commercial mailing list service	1	2
F A list provided by a state or local agency	1	2
G Other (Specify) _____	1	2
H _____	1	2

20. How frequently do each of the following make visits to high schools as part of the recruiting activities of your institution? (Circle one number on each line.)

	Never	Infrequently	Occasionally	Very Frequently
A Admissions office or high school relations staff	1	2	3	4
B Current students	1	2	3	4
C Faculty	1	2	3	4
D Alumni	1	2	3	4
E Recruiters who are not regular institutional employees	1	2	3	4
F Coaches, band directors, other activity advisers	1	2	3	4
G Other (Specify) _____	1	2	3	4
H _____	1	2	3	4

21. Does your institution direct special recruiting activities toward any of the following groups of students? (If yes, indicate the level of recruiting activity by circling one number on each appropriate recruiting activity line.)

	No	Yes	Level of Recruiting Activity		
			Less than 5 years ago	About the same as 5 years ago	Greater than 5 years ago
A Athletes	1	2	3	4	5
B Academically talented students	1	2	3	4	5
C Alumni relatives	1	2	3	4	5
D Faculty/staff relatives	1	2	3	4	5
E Racial/ethnic minorities	1	2	3	4	5
F Disadvantaged students (as distinct from racial/ethnic minorities)	1	2	3	4	5
G Students with disabilities	1	2	3	4	5
H Students with special talents in areas such as art, music, etc.	1	2	3	4	5
I Adult students	1	2	3	4	5
J Out-of-state or out-of-district students	1	2	3	4	5
K Part-time students	1	2	3	4	5
L Veterans	1	2	3	4	5
M Military personnel	1	2	3	4	5
N Students who can pay the full cost	1	2	3	4	5
O Resident alien students	1	2	3	4	5
P International students	1	2	3	4	5
Q Other (Specify) _____	1	2	3	4	5
R _____	1	2	3	4	5

22. How would you define your recruiting range? *(Circle one only.)*

- A Local
- B Statewide
- C Regional
- D National
- E International

23. Have you changed your recruiting area in the last five years? *(Circle one only.)*

- A It has been broadened
- B It has stayed the same
- C It has been reduced in size

24. Has your recruiting budget changed in the last five years? *(Circle one only.)*

- A It has increased
- B It has decreased
- C There has been no change

By approximately what percent has it changed? *(Enter one percentage only.)*

- D Increased by _____ %
- E Decreased by _____ %

25. Do you engage in any of the following practices in order to expand your pool of potential degree-seeking students?
(Circle one number on each line.)

	No	Yes
A Award credit for developmental/remedial courses taken	1	2
B Offer "career" courses to increase students' awareness of options	1	2
C Direct special marketing efforts--publications, events, etc.--at nondegree-seeking students	1	2
D Develop cooperative relationships with business and industry	1	2
E Award credit for life experiences	1	2
F Award credit for military training	1	2
G Award credit for corporate training	1	2
H Award credit by examination	1	2

26. What is the approximate number of students who transfer from your institution each year to:

- A Different two-year institution _____
- B Four-year institution _____

27. How many students who enrolled at your institution in Fall 1992 were transfers from two-year or four-year institutions? Provide estimates where exact figures are not available.

- A Two-Year _____
- B Four-Year _____

28. Does your college have formal transfer/articulation agreements with four-year colleges to which your students tend to transfer?

- A No
- B Yes

Guidance, Placement, and Support Services

29. Do you give diagnostic/placement tests in any of the following areas? If yes, are these required for all students or selected students?

	No	Yes: Required of	
		Selected Students	All Students
A Reading	1	2	3
B Writing	1	2	3
C Arithmetic or computation	1	2	3
D Algebra	1	2	3
E Other academic areas (Specify) _____	1	2	3
F English as a second language	1	2	3
G Study Skills	1	2	3

30. Do you have a developmental program for students who are not adequately prepared in any of the following areas? (Circle one number on each line.)

	No	Yes
A Reading	1	2
B Writing	1	2
C Arithmetic or computation	1	2
D Algebra	1	2
E Study Skills	1	2
F Other academic areas (Specify) _____	1	2
G English as a second language	1	2

31. What percentage of first-time degree-seeking students in Fall 1992 at your institution are taking one or more remedial courses during their first semester or year? (Enter percentage on each line.)

- A Overall percentage _____ %
 B Mathematics _____ %
 C English _____ %
 D Reading _____ %

32. What types of campus support services are provided for students needing additional assistance? (Circle one number on each line.)

	No	Yes
A Learning skills center	1	2
B Tutors	1	2
C Academic advising	1	2
D Transfer admission counseling	1	2
E Career guidance centers	1	2
F Other (Specify) _____	1	2
G _____	1	2

Financial Aid

33. What is the relationship between admission to a certificate or degree program and financial aid decisions at your institution? (Circle one number on each line.)

	No	Yes
A The admissions and financial aid decisions are completely unrelated	1	2
B A student must be admitted before aid is offered, but financial need has no influence on the admissions decision	1	2
C The amount of a student's financial need or prospective financial aid award may influence the admissions decision	1	2
D A student may not be admitted if we are unable to meet full need	1	2
E The type of financial aid offered is related to the academic ability of the student	1	2

34. Do you offer institutional no-need awards or modified packaging to accepted applicants?

	No	Yes
A No-need awards	1	2
B Modified packaging	1	2

35. Do you offer institutional no-need awards or modified packaging to any of the following groups? (Circle one number on each line.)

	No	Yes
A Athletes	1	2
B Racial or ethnic minorities	1	2
C Disadvantaged students	1	2
D Students with special nonacademic talents	1	2
E Academically talented students	1	2
F Students from different geographic locations in the U.S.A.	1	2
G International students	1	2
H Students with disabilities	1	2

36. Compared to five years ago, do you believe more students tend to make decisions to attend your college based on total costs for education versus costs to attend a four-year college/university?

- A No
B Yes

37. Has the dollar amount of no-need awards changed in the past five years? (Circle A or B and complete C or D as appropriate.)

- A No
B Yes
C _____ % change increase
D _____ % change decrease

38. Have acceptance rates or yield rates changed over the last five years?

(Circle one number on each line.)

	Decreased	Stayed Same	Increased
All Applicants:			
A Acceptance rates	1	2	3
B Yield rates	1	2	3
Applicants offered financial aid:			
C Acceptance rates	1	2	3
D Yield rates	1	2	3
Applicants who received financial aid:			
E Acceptance rates	1	2	3
F Yield rates	1	2	3

39. What percent of your first-year students who have demonstrated financial need have needs fully met?

A Enter approximate percentage: _____ %

40. What is the average unmet need of accepted applicants (in dollars)?

B \$ _____

Institutional Structure

41. Who is mainly responsible for establishing broad guidelines and for setting the policies that apply to admission for students at your institution? (Circle all that apply in each column.)

	Establishing broad guidelines	Setting specific policies
A Admissions committee	1	2
B Chief admissions officer	1	2
C Admissions office staff	1	2
D Chief executive officer	1	2
E Chief enrollment management officer	1	2
F Chief academic officer	1	2
G Chief student affairs officer	1	2
H Enrollment management committee	1	2
I Executive council of deans or similar administrative group	1	2
J Faculty senate	1	2
K Board of trustees or other governing board	1	2
L State legislature	1	2
M State coordinating board, higher education board, or commission	1	2
N Other (Specify) _____	1	2
O _____	1	2

42. Which institutional administrative structure best describes your institution?

(Circle one only.)

- A Admissions activities are informally coordinated with other areas
- B Admissions is part of a formal enrollment management unit
- C Admissions staff meet on a regular basis as part of a campus committee on recruitment
- D Admissions is linked to Financial Aid, Registrar, Retention Office, and Institutional Research through a common administrator

Questionnaire for Two-Year Institutions

43. What is the size of the admissions staff at your institution? Enter number of full-time equivalents in each category:

A Professional staff _____

B Clerical/support staff _____

44. How many of the above staff members are women or members of minority groups?

	Women	Minority
A Professional staff	_____	_____
B Clerical/support staff	_____	_____

45. There are a number of new approaches being used in admissions. Does your institution use any of the following?
(Circle all that apply.)

	No	Yes
A An early outreach program aimed at middle/junior high school students or younger	1	2
B An incentive scholarship program aimed at middle/junior high school students or younger	1	2
C Concurrent enrollment of high school students	1	2
D A pre-pay tuition plan	1	2
E A guaranteed tuition plan	1	2
F Electronic transmission of transcripts (including FAX)	1	2
G Application on-line or diskette	1	2
H Application by interactive voice response	1	2
I Touch-tone telephone applications	1	2
J Market analysis software	1	2
K Special admission procedure for students with disabilities	1	2

PLEASE IDENTIFY THE INDIVIDUAL COMPLETING THIS QUESTIONNAIRE. THIS IS FOR FOLLOW-UP PURPOSES ONLY AND THE INSTITUTION WILL NOT BE ASSOCIATED IN ANY WAY WITH THE INFORMATION ON THE FORM.

NAME OF PERSON COMPLETING QUESTIONNAIRE:

TELEPHONE NUMBER: (____) _____

PLEASE RETURN QUESTIONNAIRE IN THE ENVELOPE WHICH HAS BEEN PROVIDED BY NOVEMBER 27, 1992. DIRECT TO: NATIONAL SURVEY OF UNDERGRADUATE ADMISSIONS POLICIES, PRACTICES AND PROCEDURES, RADIO CITY POST OFFICE, P.O. BOX 1438, NEW YORK, NY 10101-1438

Appendix B.
Questionnaire for Four-Year Institutions

**National Survey of
Undergraduate Admissions
Policies, Practices,
and Procedures**

—◆—
Questionnaire for
Four-Year Institutions

1992



INSTRUCTIONS

The questionnaire should be completed by the person at your institution who is responsible for undergraduate admissions policy and decision making. If you are *not* that person, please pass the questionnaire on to the appropriate individual.

Most of the items in the questionnaire ask you to circle one or more of the numbers preceding or following the response(s) most appropriate for your institution.

Sample item:

1. Control
☒ A Public
☐ B Private

The remaining questions require you to enter a number if applicable. Please be sure to answer all questions applicable to your institution.

Occasionally a question may require you to obtain information from other offices. Feel free to involve others. Where numbers are requested, please provide estimated figures if exact numbers are not available.

Your responses will be treated as confidential. Neither you nor your institution will be individually identified. No information about particular institutions will be released in reports of the survey findings. Only aggregate data will be reported.

For the most part, the questions ask about policies and practices of your institution as they applied to students who were first-time applicants for undergraduate admission to degree programs in Fall 1992.

Please return your completed questionnaire by **November 27, 1992** in the postage-paid return envelope provided.

Institutional Characteristics

Circle the letter preceding the response you select for each item. (Only select one item for each question.)

1. Control
 - A Public
 - B Private
2. Location
 - A Very large city (500,000 +)
 - B Large city (250,000-499,999)
 - C Small city (50,000-249,999)
 - D Large town (10,000-49,999)
 - E Small town (2,500-9,999)
 - F Rural community (<2,500)
3. Region
 - A New England: CT, MA, ME, NH, RI, VT
 - B Middle States: DE, DC, MD, NJ, NY, PA
 - C South: AL, FL, GA, KY, LA, MS, NC, SC, TN, VA
 - D Midwest: IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WV, WI
 - E Southwest: AR, NM, OK, TX
 - F West: AK, AZ, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY
4. Campus Environment
 - A Urban
 - B Suburban
 - C Rural/small town
5. Which one of the following best characterizes your undergraduate student population?
 - A Primarily local
 - B Primarily within state
 - C Primarily regional
 - D Primarily national

Accessibility and Selectivity

6. Which one of the following statements best describes the general admissions practices of your institution?
(Circle one only.)
 - A Any individual wishing to attend will be admitted without review of conventional academic qualifications.
 - B Any high school graduate (or person with equivalent credentials) will be admitted.
 - C The majority of individuals who meet some specified level of academic achievement or other qualifications above and beyond high school graduation are admitted.
 - D Among those individuals who meet some specified level of academic achievement or other qualifications above and beyond high school graduation, only a limited number will be admitted.
7. How do the admissions standards at your institution compare with those of five years ago?
(Circle one number on each line.)

Standards today are:

Standards with respect to:	Lower than five years ago	About the same	Higher than five years ago	Don't know
A The general level of selectivity	1	2	3	4
B The level and years of high school coursework	1	2	3	4
C High school GPA or rank in class	1	2	3	4
D The level of performance on admissions tests	1	2	3	4

Policies and Practices

8. How important is each of the following factors in your admissions process?
(Circle one number on each line.)

	We do not consider this	A minor factor	A moderately important factor	A very important factor	The single most important factor
A High school academic performance (GPA or rank in class)	1	2	3	4	5
B Admissions test scores like ACT or SAT	1	2	3	4	5
C Achievement test scores	1	2	3	4	5
D College-level coursework taken in high school	1	2	3	4	5
E Letters of recommendation	1	2	3	4	5
F Interviews	1	2	3	4	5
G Essay or autobiographical statement	1	2	3	4	5
H Health statement	1	2	3	4	5
I Candidate's state of residence	1	2	3	4	5
J Candidate's country of residence	1	2	3	4	5
K Portfolios, auditions, or other documentation of accomplishments (including video tapes)	1	2	3	4	5
L Pattern of high school coursework	1	2	3	4	5
M Declaration of major	1	2	3	4	5
N Need for financial assistance	1	2	3	4	5
O Minority group membership	1	2	3	4	5
P Gender	1	2	3	4	5
Q Disability group membership	1	2	3	4	5
R Full/part-time status	1	2	3	4	5
S Other (Specify)	1	2	3	4	5
T _____	1	2	3	4	5

9. How are admissions test scores used at your institution?
(Circle all that apply.)

- A We do not require the submission of admissions test scores and consequently make no regular use of them.
- B We require test scores for admission to some but not all academic programs.
- C Scores are routinely considered in reaching an overall judgment regarding admissibility for practically all freshman applications.
- D Scores for practically all freshman applicants are reviewed to see if there are indications that the individual may have difficulty in completing the academic program without special assistance.
- E Scores are checked only when other application credentials fall below some specific level.
- F Scores are used by the institution in freshman class profile descriptions and by prospective applicants as part of a self-selection process.
- G Scores are used for placement decisions.
- H Scores are required or recommended but seldom play any role in the admissions decision or course placement of individual students.

10. Indicate the number of years of high school study required and/or recommended of applicants to your institution in the Fall of 1992. If your institution has no specific subject requirements in one or more of the areas listed, please enter a zero. If you have specific requirements not listed below, please report them under the most appropriate category.

Note: Do not include special requirements for admission to particular programs. Limit fractions to one decimal place.

Enter the number of years or zero for each subject for 1992.

	Required	Recommended
A English	_____	_____
B Mathematics	_____	_____
C Physical Sciences	_____	_____
D Biological Sciences	_____	_____
E Social Studies/History	_____	_____
F Foreign Language	_____	_____
G Other (Specify) _____	_____	_____
H _____	_____	_____

11. Do you use high school GPA or rank in class in your admissions process? (Circle one number in each column.)

	GPA	Rank in class
A No	1	2
B Yes	1	2

If yes, do you accept high school calculations of students' GPA or rank in class or do you recalculate them? (Circle one number in each column.)

	GPA	Rank in class
C Recalculate for some students	1	2
D Routinely recalculate	1	2
E Routinely accept high school's calculation	1	2

12. Does your institution use self-reported high school grades in the admissions process?

(Circle one only.)

- A Yes, we make a preliminary decision on the basis of self-reported grades, but an official transcript is required.
- B Yes, we rely on self-reported grades in most cases, and typically do not require an official transcript.
- C No.
- D No, we do not typically require or review high school grades.

Questionnaire for Four-Year Institutions

13. What role do the following personal qualities play in the decision to admit freshmen to your institution?
(Circle one number on each line.)

	Not an important factor	Sometimes an important factor	Often important factor
A Leadership ability	1	2	3
B Extracurricular activities in high school	1	2	3
C Community or church involvement	1	2	3
D Motivation or initiative	1	2	3
E Work experience related to intended field of study	1	2	3
F Compatibility between institutional qualities and student characteristics or needs	1	2	3
G Citizenship or moral character	1	2	3
H Special skills or abilities (including athletic)	1	2	3
I Something else (Specify) _____	1	2	3
J _____	1	2	3

14. Does your institution provide prospective students with the following kinds of information?
(Circle one number on each line.)

	No	Yes, but only on request	Yes, routinely
A The basis for admissions decisions	1	2	3
B Exceptions to the standard admissions policy	1	2	3
C Profiles of the high school rank in class of prior years' admitted students	1	2	3
D Profiles of the first-year achievements of admitted students	1	2	3
E Tables or equations to estimate admissibility	1	2	3
F Tables or equations to estimate probable first-year achievement	1	2	3
G Examples of the kinds of financial aid available to "typical" students	1	2	3
H Equations or schedules to estimate the probability of amount of financial aid that might be awarded	1	2	3
I Graduation rates	1	2	3
J Completion or retention rates	1	2	3
K Employment experience or average salary for graduates of the institution	1	2	3
L The percent of graduates who enroll in graduate or professional schools	1	2	3
M Campus crime statistics	1	2	3
N Campus security information	1	2	3
O Accessibility information for disabled students	1	2	3
P Other (Specify) _____	1	2	3
Q _____	1	2	3

15. Does your institution have a formal procedure through which rejected applicants may appeal the admissions decision? (Circle one only.)

- A Yes, we have such a procedure and all rejected applicants are routinely informed of it.
- B Yes, we have such a procedure but inform students of it only when they inquire specifically.
- C No, we do not have a formal procedure, but individual decisions are reviewed by the admissions office upon request.
- D No, we do not have such a procedure.

16. Does your institution have minimum standards below which an applicant is generally not considered eligible for admission. (Circle one number on each line.) If yes, please enter the minimum standard.

	No	Yes	Specify minimum
A High school GPA (0 - 4 scale)	1	2	_____
B High school rank in class (Top percent)	1	2	_____
ACT			
C English	1	2	_____
D Math	1	2	_____
E Reading	1	2	_____
F Science Reasoning	1	2	_____
G Composite	1	2	_____
SAT			
H SAT-Verbal	1	2	_____
I SAT-Mathematical	1	2	_____
J Combined	1	2	_____
K A predicted GPA index based on high school performance and test scores (0 - 4 scale)	1	2	_____
L Other (Specify) _____	1	2	_____
M _____	1	2	_____

17. Are exceptions to the formal academic requirements for admission granted to any of the following groups? (Circle one number on each line.)

	No	Yes
A Athletes	1	2
B Alumni relatives	1	2
C Faculty/staff relatives	1	2
D Racial/ ethnic minorities	1	2
E Disadvantaged students as distinct from racial/ethnic minorities	1	2
F Students with disabilities	1	2
G Students with special talents in areas such as art, music, etc.	1	2
H Adult students	1	2
I Out-of-state or out-of-district students	1	2
J Part-time students	1	2
K Veterans	1	2
L Military personnel	1	2
M Students who can pay the full cost	1	2
N Other (Specify) _____	1	2
O _____	1	2

18. What percentage of freshmen in Fall 1992 were accepted as exceptions to formal academic requirements?

A Enter percentage: _____ %

What percentage of freshmen accepted as exceptions in Fall 1992 were members of racial ethnic minority groups?

B Enter percentage: _____ %

Questionnaire for Four-Year Institutions

19. Is there a limit on the percentage of students your institution will accept as exceptions?

- A No
- B Yes. If yes, what is the limit?
- C Enter percentage: _____ %

20. Is there a limit on the percentage of students your institution can or will accept as out-of-state students?

- A No
- B Yes. If yes, what is the limit?
- C Enter percentage: _____ %

21. Does your institution conduct or commission any of the following research activities?

(Circle one number on each line and specify year for those circled yes.)

	No	Yes	If yes, give most recent year
A Prepare profiles of incoming freshmen	1	2	19 _____
B Conduct validity studies* for the total freshmen population	1	2	19 _____
C Conduct validity studies* based on different groups of students	1	2	19 _____
D Conduct retention or graduation rate studies based on different groups of students	1	2	19 _____

*Studies that correlate test scores and high school grades with college achievement.

Enrollment Data

22. Please enter the following numbers for your first-time freshmen for Fall 1992. Provide estimates where exact data are not available. *(Subgroup figures should add to total figures.)*

	Applicants	Accepted Applicants	Enrolled Freshmen
A Total Number	_____	_____	_____
B Total Male	_____	_____	_____
C Total Female	_____	_____	_____
Number who are:			
D American Indian or Alaskan native	_____	_____	_____
E Asian American or Pacific Island American	_____	_____	_____
F Black American or African American (Non-Hispanic)	_____	_____	_____
G Hispanic, Puerto Rican, Cuban, Mexican American, or Latino	_____	_____	_____
H White American, Caucasian American (Non-Hispanic)	_____	_____	_____
I International/Foreign	_____	_____	_____
J Other (Specify) _____	_____	_____	_____
K _____	_____	_____	_____

23. Please enter the following data for your **entire** freshmen class for Fall 1992. Provide estimates where exact figures are not available.

	Fall 1992		
	Applicants	Accepted Applicants	Enrolled Freshmen
A Mean high school GPA (0 - 4 Scale)	_____	_____	_____
B Mean high school percentile rank in class	_____	_____	_____
Middle 50% score band:			
C ACT Composite	_____	_____	_____
D SAT Combined	_____	_____	_____
E SAT Verbal	_____	_____	_____
F SAT Mathematical	_____	_____	_____
Mean ACT Scores:			
G English	_____	_____	_____
H Math	_____	_____	_____
I Reading	_____	_____	_____
J Natural Science	_____	_____	_____
K Composite	_____	_____	_____
Mean SAT Scores:			
L SAT-Verbal	_____	_____	_____
M SAT-Mathematical	_____	_____	_____
N Combined	_____	_____	_____

24. What percentage of first-time degree-seeking students in Fall 1992 at your institution are taking one or more remedial courses during their first semester or year? (*Enter percentage.*)

A Math	_____ %
B English	_____ %
C Overall	_____ %

25. How many students who enrolled at your institution in Fall 1992 were transfers from two-year or four-year institutions? Provide estimate where exact figures are not available.

A Two-year	_____
B Four-year	_____

How many of these students are members of minority groups?

C Two-year	_____
D Four-year	_____

Recruitment and Marketing

26. Does your institution conduct or commission any of the following activities?
(Circle one number on each line.)

	No	Yes
A Conduct studies projecting future enrollment	1	2
B Send questionnaires to accepted students who fail to enroll	1	2
C Send questionnaires about college choice to incoming freshmen	1	2
D Send questionnaires to students who inquire about your institution but don't apply	1	2
E Contract with a market research or public relations design consultant for help in marketing, advertising, or recruiting	1	2
F Conduct comparative evaluations of various recruiting activities	1	2

27. How extensively does your institution use each of the following recruiting devices?
(Circle one number on each line.)

	Never	Infrequently	Occasionally	Very Frequently
A Visits to campus by prospective students and/ or their families	1	2	3	4
B Visits to campus by secondary school personnel	1	2	3	4
C High school visits	1	2	3	4
D Recruiting visits outside the local geographic area	1	2	3	4
E Recruiting visits outside the U.S.	1	2	3	4
F College nights with more than your own institution invited to attend	1	2	3	4
G College fairs that charge for participation	1	2	3	4
H Visits to noninstitutional central locations with students and families interested only in your institution invited to attend	1	2	3	4
I Displays, booths in central or public locations, malls, etc.	1	2	3	4
J Direct mailings to prospective students	1	2	3	4
K Telephone calls to prospective students	1	2	3	4
L Toll-free lines for incoming calls	1	2	3	4
M On-line information services	1	2	3	4
Advertisements on/ in:				
N Billboards or transit-bus/ subways, etc., posters	1	2	3	4
O Commercial radio or television	1	2	3	4
P Public television or radio	1	2	3	4
Q Local newspapers	1	2	3	4
R High school newspapers	1	2	3	4
S Magazines or journals	1	2	3	4
T Promotional films, videotapes, cassettes, etc.	1	2	3	4
U Computer searches	1	2	3	4
V Other (Specify) _____	1	2	3	4
W _____	1	2	3	4

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28. If your institution uses direct mail to communicate with prospective applicants, do you use any of the following services or mailing lists? (Circle one number on each line.)

	No	Yes
A ACT's Educational Opportunity Service	1	2
B The College Board's Student Search Service	1	2
C National Merit/National Achievement Program list	1	2
D National Scholarship Service and Fund for Negro Students (NSSFNS)	1	2
E A commercial mailing list service	1	2
F A list provided by a state or local agency	1	2
G Other (Specify) _____	1	2
H _____	1	2

29. How frequently do each of the following make visits to high schools as part of the recruiting activities of your institution? (Circle one number on each line.)

	Never	Infrequently	Occasionally	Very Frequently
A Admissions office or high school relations staff	1	2	3	4
B Current students	1	2	3	4
C Faculty	1	2	3	4
D Alumni	1	2	3	4
E Recruiters who are not regular institutional employees	1	2	3	4
F Coaches, band directors, other activity advisers	1	2	3	4
G Other (Specify) _____	1	2	3	4
H _____	1	2	3	4

30. Does your institution direct special recruiting activities toward any of the following groups of students?
(If yes, indicate the level of recruiting activity by circling one number on each appropriate recruiting activity line.)

			Level of Recruiting Activity		
	No	Yes	Less than 5 years ago	About the same as 5 years ago	Greater than 5 years ago
A Athletes	1	2	3	4	5
B Academically talented students	1	2	3	4	5
C Alumni relatives	1	2	3	4	5
D Faculty/staff relatives	1	2	3	5	5
E Racial/ethnic minorities	1	2	3	4	5
F Disadvantaged students (as distinct from racial/ethnic minorities)	1	2	3	4	5
G Students with disabilities	1	2	3	4	5
H Students with special talents in areas such as art, music, etc.	1	2	3	4	5
I Adult students	1	2	3	4	5
J Out-of-state or out-of-district students	1	2	3	4	5
K Part-time students	1	2	3	4	5
L Veterans	1	2	3	4	5
M Military personnel	1	2	3	4	5
N Students who can pay the full cost	1	2	3	4	5
O International students	1	2	3	4	5
P Other (Specify) _____	1	2	3	4	5
Q _____	1	2	3	4	5

31. How would you define your recruiting range? (*Circle one only.*)

- A Local
- B Statewide
- C Regional
- D National
- E International

32. Have you changed your recruiting area in the last five years? (*Circle one only.*)

- A It has been broadened
- B It has stayed the same
- C It has been reduced in size

33. Has your recruiting budget changed over the past five years? (*Circle one only.*)

- A It has increased
- B It has decreased
- C There has been no change

By approximately what percent has it changed? (*Enter one percentage only.*)

- D Increased by _____ %
- E Decreased by _____ %

34. What were your enrollment planning objectives for the class of freshmen entering in Fall 1992, compared with the previous year's freshman class? (*Circle one number on each line.*)

**Compared with the previous year we were planning
for a class that was:**

A	Size	Smaller 1	About the same 2	Larger 3
B	Academic qualifications	Lower 1	About the same 2	Higher 3
C	Geographic origin	Narrower 1	About the same 2	Broader 3
D	Racial/ethnic diversity	Less 1	About the same 2	Greater 3
E	Number of students on financial aid	Fewer 1	About the same 2	Greater 3
F	Number of students who pay full cost	Fewer 1	About the same 2	Greater 3

35. How does the current freshman class compare with the class of freshmen that entered five years ago?
(Circle one number on each line.)

		Compared with 5 years ago, the freshman class of 1992 is:		
		Smaller	About the same	Larger
A	Size	1	2	3
B	Academic qualifications	Lower 1	About the same 2	Higher 3
C	Geographic origin	Narrower 1	About the same 2	Broader 3
D	Racial/ethnic diversity	Less 1	About the same 2	Greater 3
E	Number of students on financial aid	Fewer 1	About the same 2	Greater 3
F	Number of students who pay full cost	Fewer 1	About the same 2	Greater 3

Financial Aid

36. What is the relationship between admission and financial aid decisions at your institution?
(Circle one number in each column.)

		No	Yes
A	The admissions and financial aid decisions are completely unrelated	1	2
B	A student must be admitted before aid is offered, but financial need has no influence on the admissions decision	1	2
C	The amount of a student's financial need or prospective financial aid award may influence the admissions decision	1	2
D	A student may not be admitted if we are unable to meet full need	1	2
E	The type of financial aid offered is related to the academic ability of the student	1	2

37. Do you offer institutional no-need awards or modified packaging to accepted applicants?

		No	Yes
A	No-need awards	1	2
B	Modified packaging	1	2

38. Do you offer institutional no-need awards or modified packaging to any of the following groups of accepted applicants? (Circle one number on each line.)

		No	Yes
A	Athletes	1	2
B	Racial or ethnic minorities	1	2
C	Disadvantaged students	1	2
D	Students with special nonacademic talents	1	2
E	Academically talented students	1	2
F	Students from different geographic locations in the U.S.	1	2
G	International students	1	2
H	Students with disabilities	1	2

Questionnaire for Four-Year Institutions

39. Has the dollar amount of no-need awards changed in the past five years?

(Circle A or B and complete C or D as appropriate.)

- A No
- B Yes
- C _____ % change increase
- D _____ % change decrease

40. Have acceptance rates or yield rates changed over the past five years?

(Circle one number on each line.)

	Decreased	Stayed same	Increased
All applicants:			
A Acceptance rates	1	2	3
B Yield rates	1	2	3
Applicants offered financial aid:			
C Acceptance rates	1	2	3
D Yield rates	1	2	3
Applicants who received financial aid:			
E Acceptance rates	1	2	3
F Yield rates	1	2	3

41. What percent of your first-year students who have demonstrated financial need have needs fully met?

- A Enter approximate percentage: _____ %

42. What is the average unmet need of accepted applicants (in dollars)?

- A \$ _____

43. Has the role of the financial aid office in recruiting increased, decreased, or stayed about the same from what it was five years ago? (Circle one only.)

- A Has decreased
- B Has stayed about the same
- C Has increased

Institutional Structure

44. Who at your institution has primary responsibility for establishing broad guidelines and for setting the specific policies that apply to entering freshmen? (Circle all that apply in each column.)

	Establishing broad guidelines	Setting specific policies
A Admissions committee	1	2
B Chief admissions officer	1	2
C Chief executive officer	1	2
D Chief enrollment management officer	1	2
E Chief academic officer	1	2
F Chief student affairs officer	1	2
G Enrollment management committee	1	2
H Executive council of deans or similar administrative group	1	2
I Faculty senate	1	2
J Board of trustees or other governing board	1	2
K State legislature	1	2
L State coordinating board, higher education board, or commission	1	2
M Other (Specify) _____	1	2
N _____	1	2

Challenges in College Admissions

45. Which institutional administrative structure best describes your institution?

(Circle one only.)

- A Admissions activities are informally coordinated with other areas
- B Admissions is part of a formal enrollment management unit
- C Admissions staff meet on a regular basis as part of campus committee on recruitment
- D Admissions is linked to Financial Aid, Registrar, Retention Office, Institutional Research through a common administrator

46. What is the size of the admissions staff at your institution? Enter number of full-time equivalents in each category.

- A Professional staff _____
- B Clerical/support staff _____

47. How many of the above staff members are women or members of minority groups?

- | | Women | Minority |
|---------------------------|-------|----------|
| A Professional staff | _____ | _____ |
| B Clerical/ support staff | _____ | _____ |

New Approaches in Admissions

48. There are a number of new approaches being used in admissions. Does your institution use any of the following?

(Circle all that apply.)

- | | No | Yes |
|---|----|-----|
| A An early outreach program aimed at middle/junior high school students or younger | 1 | 2 |
| B An incentive scholarship program aimed at middle/junior high school students or younger | 1 | 2 |
| C Concurrent enrollment of high school students | 1 | 2 |
| D A pre-pay tuition plan | 1 | 2 |
| E A guaranteed tuition program | 1 | 2 |
| F Electronic transmission of transcripts (including FAX) | 1 | 2 |
| G Application on-line or by diskette | 1 | 2 |
| H Application by interactive voice response | 1 | 2 |
| I Touch-tone telephone applications | 1 | 2 |
| J Market analysis software | 1 | 2 |
| K Special admission procedures for students with disabilities | 1 | 2 |

PLEASE IDENTIFY THE INDIVIDUAL COMPLETING THIS QUESTIONNAIRE. THIS IS FOR FOLLOW-UP PURPOSES ONLY AND THE INSTITUTION WILL NOT BE ASSOCIATED IN ANY WAY WITH THE INFORMATION ON THE FORM.

NAME OF PERSON COMPLETING QUESTIONNAIRE:

TELEPHONE NUMBER: (_____) _____

PLEASE RETURN QUESTIONNAIRE IN THE ENVELOPE WHICH HAS BEEN PROVIDED BY NOVEMBER 27, 1992. DIRECT TO: NATIONAL SURVEY OF UNDERGRADUATE ADMISSIONS POLICIES, PRACTICES AND PROCEDURES, RADIO CITY POST OFFICE, P.O. BOX 1438, NEW YORK, NY 10101-1438

Appendix C.

Survey Communications



NATIONAL SURVEY OF UNDERGRADUATE ADMISSIONS POLICIES, PRACTICES AND PROCEDURES
RADIO CITY POST OFFICE, P. O. BOX 1438, NEW YORK, NY 10101-1438

October 30, 1992

Dear Director of Admission:

We need your help in an important national survey of policies and practices related to undergraduate admissions. This survey is being sponsored and conducted by five organizations: The American Association of Collegiate Registrars and Admission Officers (AACRAO), the American College Testing Program (ACT), The College Board, Educational Testing Service (ETS), and the National Association of College Admission Counselors (NACAC). The survey builds upon two previous national surveys conducted in 1979 and 1986.

The purposes of the survey are:

- to describe major changes since 1986 in policies and practices guiding undergraduate admissions.
- to describe current admission policies and practices as they relate to demographic changes and the population of college-bound students, minority access to higher education, and reduced availability of financial aid for higher education.

The reports based on the previous surveys were widely cited, and the data were used by many organizations in need of current information on admission practices and enrollment projections.

Because the undergraduate admission scene is changing rapidly, there are a number of important policy questions that will be addressed by the information collected in this survey. We expect, for instance, that many institutions will look to the results to place their own recruitment efforts in a national or regional perspective. A quick review of the enclosed questionnaire should give you some idea of the range and variety of information to be collected. Questionnaires have been mailed to your counterparts at all two- and four-year undergraduate institutions in the United States. To reduce the amount of information you will need to provide, we will augment the data collected on the questionnaire with data that are available from other sources.

The success of this study will depend largely on the completeness and accuracy of the information collected on the questionnaire. Thus, we are dependent on the cooperation of individuals like you at each institution. The response to the 1986 survey was outstanding. With your help, we hope to do as well with this survey so that reliable and accurate conclusions about changes can be drawn.

Director of Admissions
October 30, 1992
Page 2

The enclosed questionnaire should be completed by the director of admissions or whoever is responsible for undergraduate admissions policy and decision-making at your institution. If you are not that person, please pass this letter and questionnaire on to the appropriate individual.

Your response will be kept confidential. Neither your institution nor the individual who completes the questionnaire will be identified in any way. Only aggregate data will be published, and no information about individual institutions will be released.

The findings of this study will be presented at meetings held by the sponsoring organizations as they occur, and a copy of the final report will be sent to each participating institution. Additional copies will be available for purchase.

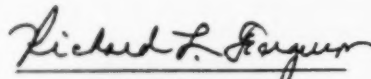
We are excited about this study. The 1986 and 1979 surveys produced data that attracted considerable attention. We expect that the sequel will become an important source of continuing information about the admissions process. For this reason, your cooperation and support are extremely important.

If you or your colleagues have any questions about completing the questionnaire, please call the National Survey of Undergraduate Admissions Policies, Practices, and Procedures at (212) 713-8272. Please return questionnaires by November 27, 1992.

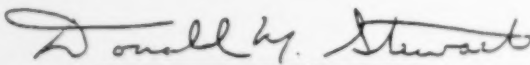
Sincerely,



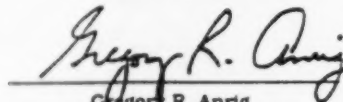
Gary L. Smith,
President, AACRAO



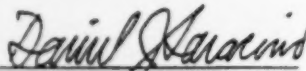
Richard L. Ferguson,
President, ACT



Donald M. Stewart,
President, The College Board



Gregory R. Anrig,
President, ETS



Daniel J. Saracino,
President, NACAC

Dear Director of Admissions:

Earlier this month you received a copy of the *National Survey of Undergraduate Admissions Policies, Practices, and Procedures* that is being conducted by the undersigned organizations. The success of this effort will depend largely on the number of responses received and on the completeness and accuracy of the information that is provided.

- ❖ If you did not receive the survey, contact Margrit Cooley at 703/836-2222.
- ❖ If you need assistance completing the survey, call 212/713-8272.
- ❖ When returning the survey please complete the name and telephone number of the person completing the form. This information may be required for follow-up.
- ❖ Please indicate the name and address of the institution on the return envelope. This will allow for easy logging in of the survey.

Please set some time aside during the coming days to complete this survey and return it to: **National Survey of Undergraduate Admissions Policies, Practices, and Procedures**, Radio City Post Office, P.O. Box 1438, New York, NY 10101-1438.

THANK YOU VERY MUCH



Appendix D. Technical Notes

1. Estimates of the total number of first-time freshmen vary depending on the methods used. Preliminary figures from the National Center for Education Statistics for 1992 estimate a total of 2.19 million first-time freshmen nationally. The College Board *Annual Survey of Colleges* for 1992 counted 2.77 million first-time freshmen. The 1.86 million first-time freshmen estimated in the 1,934 institutions reporting enrollment data in 1992 for the present survey therefore represent between 67 and 85 percent of all first-time freshmen, depending on which reference is used as a base for the percentage.
2. Differences in the percentages and averages reported for different survey years are subject to a number of factors: overall questionnaire response rates, response rates to individual questions, the geographic distribution of respondents in different years, slight changes in the wording of survey questions in different survey years, and sampling variation. For example, the proportion of institutions from the Midwest increased by 3 percent between the 1985 survey and the 1992 survey, while the proportion of institutions from the Middle Atlantic states decreased by 2 percent during this period. Only one of these factors, sampling variation, can be estimated, and only given certain assumptions. Such estimates typically assume that the responding institutions are random and independent samples of the target survey universes for each year. We know, of course, that the responding institutions are not random samples of the survey universes. We also know that the institutions responding in one year are not independent of those responding in other years, since the same institutions tend to cooperate each year. This lack of independence produces a correlation between the sample percentages that reduces the standard error of the difference in percentages to a degree dependent on the correlation. Because we don't know what the correlation is, we assume it to be zero. Under these conservative assumptions, the standard error of the difference between two percentages is

$$\sqrt{\frac{PQ}{N_1} + \frac{PQ}{N_2}}$$

where the Ps are the percentages, the Qs are their complements (100-P), and the Ns are the numbers of observations for each percentage. In Table 2.1, for example, the standard error of the difference between the percentages of institutions reporting that they were open-door in 1979 (20 percent) and those reporting the same in 1992 (11 percent) is 2.7. Two standard errors would be 5.4, so the difference of 9 percentage points between the 20 percent and the 11 percent is statistically significant, under our assumptions, and it is practically significant provided that none of the other biasing factors play an important role in the difference.

Under similar assumptions, the standard error of the difference between two averages is

$$\sqrt{\frac{(SD_1)^2}{N_1} + \frac{(SD_2)^2}{N_2}}$$

where SD stands for the Standard Deviation. The standard deviations for averages in the 1979 and 1985 surveys are unknown, however, and for that reason it is not possible to precisely compute the standard errors for those years. An estimate of the standard error of differences may be made by using the standard deviation for the 1992 data. In Table 4.1, for example, the standard deviation for mean years of mathematics study at private institutions in 1992 is .64, from which the standard error of observed differences in mean years of mathematics study is estimated as .05. Two standard errors therefore would be 0.1, so the observed differences in Table 4.1 for mean years of mathematics study are statistically significant. A similar computation results in a standard error for public institutions of .04 and shows that the observed differences in mathematics study for public institutions are also statistically significant.

3. Question 15 on the 1992 questionnaire for two-year institutions requested the "numbers of first-time students enrolled in degree-granting programs" at each institution. Enrollment data reported by two-year public institutions in 1992 were judged to contain unknown data errors resulting in excessively large reported enrollments, possibly because some institutions reported total enrollment or nondegree enrollment. As a

consequence, enrollment for the 645 two-year public institutions providing enrollment data was estimated using averages developed from The College Board's *Annual Survey of Colleges* in 1992. A total of 983 two-year public institutions reported a total of 1,550,044 first-time students for that survey, or an average of 1,577 first-time students per institution. It was thus estimated that total first-time enrollment for the 645 institutions reporting enrollment data was 1,017,165 ($645 \times 1,577$). Gender and racial/ethnic group figures were estimated using similar methods.

4. Acceptance rates in different chapters of the report were computed by two different methods. In Chapter 2, average acceptance rates are discussed. Average acceptance rates were computed by first computing the acceptance rate within each responding institution; these institutional acceptance rates were then averaged. In Chapter 5, overall acceptance rates are discussed. These acceptance rates represent the ratio of all applications to all acceptances for a given category of applicants. The average acceptance rate is preferred when analyzing selectivity, while the overall acceptance rate is preferred when analyzing enrollment. The overall acceptance rate is affected by the proportion of applications received by highly selective institutions. Since highly selective institutions receive more applications and accept a smaller percentage of applicants, the overall acceptance rate will be determined in part by the proportion of highly selective institutions in the sample.
5. All comparisons with 1979 survey data require that percentages be based on the total number of institutions of each type responding in each year, because that is the only kind of information available in the 1979 survey report. Comparisons of this type are less precise, however, because the response rates to specific questions varied for the three surveys. When comparisons are only between the 1985 and 1992 surveys, more precise percentages based on responses to specific questions can be computed.
6. It should be recognized that, in many comparisons in this report, institutions varying greatly in size are aggregated without any differential weighting of data to reflect differences in institutional size. The effects of such aggregation need to be considered when interpreting the results.
7. Standard deviations (SD) for mean years of study required and numbers of institutions responding (N) for 1992 are as follows:

	Public		Private	
	N	SD	N	SD
English	281	.18	407	.43
Mathematics	274	.43	384	.64
Physical Sciences	173	.53	268	.57
Biological Sciences	163	.43	264	.39
Social Studies	262	.79	358	.84
Foreign Language	154	.31	189	.37

8. Standard deviations for the means in Table 4.4 in 1992 are as follows:

	Public	Private
High School GPA	.34	.35
High School Rank	13.15	11.11
ACT Composite Score	2.54	2.44
SAT Combined Score	112.9	108.8

9. Standard deviations for the means in Table 4.9 in 1992 are as follows:

	Public	Private
Average % admitted as exceptions	12.5	13.5
Average % of exceptions who were minorities	25.6	24.6
Average limit on % of exceptions	10.4	8.1

10. Standard deviations for the means in Table 4.10 and numbers of institutions reporting in 1992 are as follows:

	Public		Private	
	N	SD	N	SD
High school GPA or rank	361	.79	778	.89
Admissions test scores	361	.71	777	.86
Letters of recommendation	360	.84	775	.91
Interview	361	.81	766	.98
Essays	358	.88	770	1.10
Health statement	356	.84	768	.80
State of residence	358	1.06	778	.49
Country of residence	355	.96	771	.68
Portfolios, etc.	357	.95	769	1.10
High school coursework	357	1.14	774	.98
College work in high school	354	1.14	768	1.02
Declaration of major	357	.96	772	.89
Minority group membership	359	1.12	769	.99
Gender	358	.50	759	.86
Disability group membership	357	.77	768	.56
Full/part-time status	359	.66	757	.81
Financial need	358	.56	776	.72

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